

National Parent-Teacher

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The Official Magazine of the National Congress of Parents and Teachers
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Emory S. Land • GUIDANCE FOR EFFECTIVE CITIZENSHIP by Marion Brown •
RURAL LIFE IN AN INDUSTRIAL ATMOSPHERE by Wm. McKinley Robinson

Objects OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

To promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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600 South Michigan Blvd., Chicago, Illinois

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NATIONAL PARENT-TEACHER

The Official Magazine of the National
Congress of Parents and Teachers

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SUBSCRIPTION OFFICE

600 South Michigan Blvd., Chicago, Illinois

RATES

\$1.00 a year—U. S. and Poss. Single Copy
1.25 a year—Canada 15 cents
1.50 a year—Foreign

Notice of change of address must be given one month in advance and must show both old and new addresses.

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The NATIONAL PARENT-TEACHER is listed in the Education Index.

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Published monthly October to May, bi-monthly June to September, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as Second Class Matter October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

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National Parent-Teacher

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VOL. XXXV

No. 5

CONTENTS

January, 1941

	PAGE
<i>The President's Message: Over the Page.....</i>	3

ARTICLES

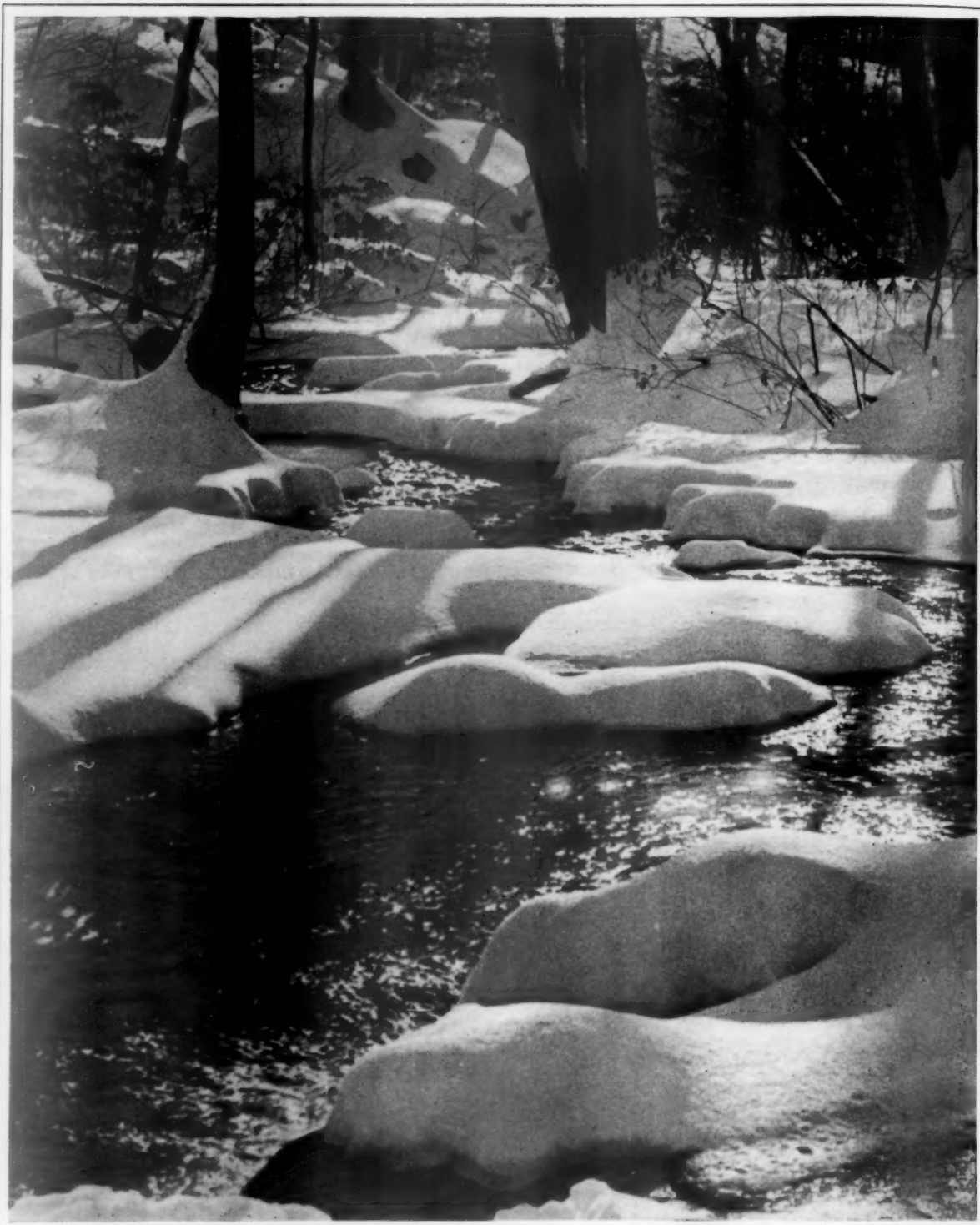
Our Part in the World Crisis.....	Joseph K. Folsom 4
Rural Life in an Industrial Atmosphere.....	Wm. McKinley Robinson 8
The Major Mysteries.....	Paul A. Witty 11
Ships That Sail the Sea.....	Rear Admiral Emory S. Land 17
Guidance for Effective Citizenship....	Marion Brown 21
Challenging Frontiers in Child Health.....	A. Graeme Mitchell, M.D. 26
Youth on Its Own.....	Helen Dawe 29

FEATURES

Projects and Purposes.....	15
Editorial: Hands Across the Sea.....	Edith Abbott 20
For the Common Defense.....	25
P.T.A. Frontiers.....	32
Books in Review.....	36
Around the Editor's Table.....	38
Study Course Outlines.....	Ada Hart Arlitt 39
Concerning This Issue.....	40
Cover Picture.....	H. Armstrong Roberts

MEMBER OF THE





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*I love to see, when leaves depart,
The clear anatomy arrive,
Winter, the paragon of art,
That kills all forms of life and feeling
Save what is pure and will survive.*

—ROY CAMPBELL



NATION

The President's Message

Over the Page

CONFRONTING the New Year is somewhat like turning to a new page in the book of life—a clean page, smooth and white, upon which anything at all may be written. After that page comes another, and another, and when the many pages have been opened up before us, the annals of tomorrow will have been written, the book of 1941.

Let us look ahead and, in imagination, see what is to be. There is the page upon which we will write the story of our effort to live the truth that is in our hearts. Those who read will know whether we are strong as truth is strong, or whether we have made only weak and flabby gestures. There is also the page we will write with our dear ones. Here will be recorded our success or failure in the building of a home and family life that brings unity, strength, and contentment to its members.

There will be a page on which to record the progress of the community in which we live and our part in the achievement of its social growth. The horizon of that community will extend beyond the farther shores of the Atlantic and the Pacific. It will embrace the world in which we have citizenship.

For many of you, I hope, there is a page which you will write as a member of a parent-teacher group; for parents and teachers have real work to do, and some of it they cannot do to advantage except as they do it *together*. There is well-rewarded service which they alone can give. And there are goals to be gained which are worthy of their most earnest endeavor.

THE RECORD that will be read twelve months from now is ours to choose. Will it be a record of conquest of new and challenging frontiers? Be assured that folks, plain folks, may still be pioneers. Though prairies have yielded to the plow, mountains and oceans have been crossed, the realms of science deeply explored, there are still frontiers to conquer. These new frontiers are social frontiers, and those who clear the wilderness of social problems will make living happier and richer for *all* people.

So as we sit poised with pen in hand to write our part on these precious pages of life, it behooves us to pause and to appraise the human needs of which we cannot help but be aware. How can we best meet these needs in our homes, in our schools and in our communities? Parent-teacher groups, because they unite home, school, and community, have a unique opportunity to explore these new social frontiers.

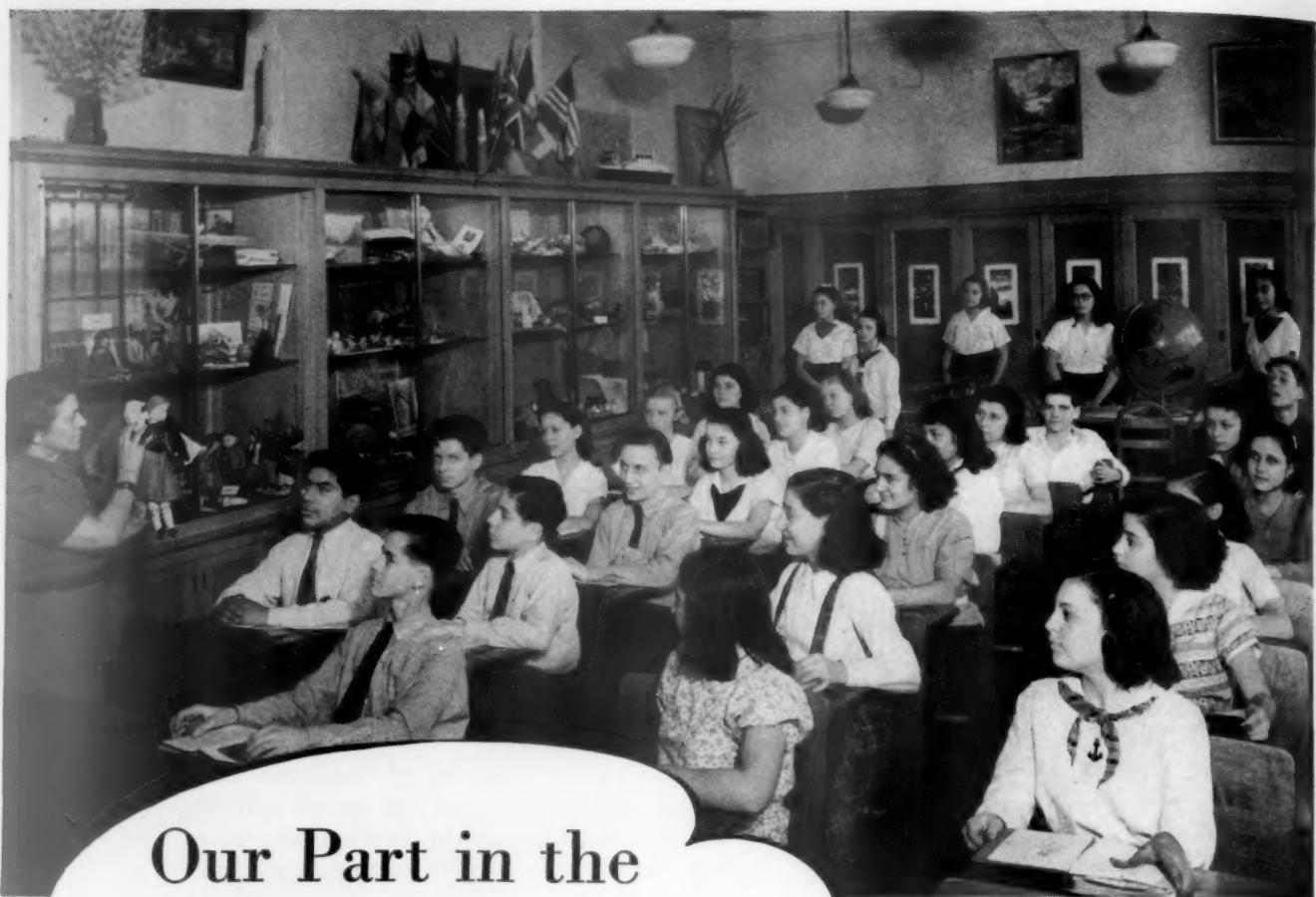
May the New Year find us accepting these challenges—valiantly striding into the future with head high and heart serene.

Virginia Klefys

President,

National Congress of Parents and Teachers





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Our Part in the *World* Crisis

JOSEPH K. FOLSOM

WE ARE fighting for democracy. True, we have not declared war. If one group of us has its way, we shall not declare war under any circumstances short of *imminent* invasion. Some would have us remain neutral even in the sending of supplies, lest we inadvertently be drawn into war.

Nevertheless we are all fighting. As a nation we are actually giving aid to Great Britain. As individuals many of us are fighting for, and others against, this policy. Some of us think we can best fight for democracy by warring on the side of democratic nations. Others believe that we do it best by fighting against those who would lead us into the war. This latter group thinks that war itself destroys democracy on both sides, and some of its more extreme representatives would rather take a chance on bowing to a German dictator several years hence than face the certainty of our own dictatorship which would certainly come into being the moment we declare war.

But whatever position we take on the issue involved in this terrible dilemma, we do it in the name of democracy. We all agree we want that. If there are a few who do not, they keep their peace—or, by making hothead speeches before their own little Bunds, they help to demonstrate the patience and strength of the democracy which lets them speak.

So, practically, we all want democracy, even as we disagree on how best to safeguard it. But what is the source of this disagreement? There are two very different reasons for our failure to agree. The first is that nobody can predict the future with certainty; hence each person guesses, according to his feelings, what will happen if we enter the war, or if we stay out. The second reason is that we do not agree on what we mean by democracy. Nothing much can be done about the first cause of our disagreement. But a great deal can be done about this second. We can at least form a clear idea of the thing we are fighting

for. To many people democracy is nothing more than a word, floating about in empty space with a halo around it.

It has been well said that democracy is not merely a form of government, it is a way of life. It applies not to government only, but to all social institutions: industry, the church, the school, the family. But what kind of a way of life is it? Perhaps the best answer to this question lies in an analogy. We have all seen a formal garden: trim, regular, planned according to a total pattern. We have seen also a dense wild forest, in which the fierce processes of natural competition have resulted in the dominance of certain kinds of trees and plants, while others have been ruthlessly crowded out. A certain natural uniformity prevails. Finally, we have seen, in some park or arboretum, a rich and varied assemblage of trees, shrubs, and other plants, each attaining its own best development in its own natural habitat, without undue interference from other plants and unhampered by any artificial pattern imposed by the gardener.

DEMOCRACY is like this arboretum rather than the formal garden or the forest. Democracy is not a natural condition of human society. It does not arise automatically when things are allowed to take their natural course. Groups of young children, left to themselves, do not generate democracy. They tend rather toward the feudal pattern of leader and followers. Mickey McGuire's gang is a much more likely development than is the Franklin Avenue Parliamentary Association of Emancipated Boys and Girls. Democracy has to be cultivated and inculcated.

While democracy is not produced by letting things alone to be utterly natural, neither does it come about when a society is artificially organized by some great Leader with a capital L, in the interests of some great Purpose with a capital P, or to carry out some great Idea with a capital I. A democratic society is one which is organized to serve the needs of the millions of individual persons who compose it. Its purpose is the sum total of their individual purposes and nothing more. They all want life, health, and freedom to pursue their individual ways of happiness.

Under fascism (as likewise in most past civilizations before the advent of modern democracy) individuals are supposed to exist for the sake of society and its institutions. An individual may be molded, bent to a certain course, or even mutilated physically or mentally, in order to carry out the prescribed pattern of institutions, just as the individual tree is bent, pruned, or extirpated in order to fit the pattern of the formal garden. Democracy is the only kind of society in which institu-

tions exist for the development of individual personalities.

We do not yet have, and no other country has ever had, a perfect democracy. However, in the United States, Great Britain and her Dominions, France, the Scandinavian countries, the Netherlands, Belgium, Switzerland, and Czechoslovakia, there was until the recent holocaust a peaceful and gradual trend toward this idea. But the totalitarian countries do not even *wish* democracy. Their avowed intentions are away from it.

Why did France, under the heel of her conqueror, change her motto from "Liberty, Equality, Fraternity" to "Work, Family, and Fatherland"? Because while the first set of words refers to conditions of human association, the latter refers to institutions. Democratic France was concerned with the lives and happiness of individual human beings. Totalitarian France is concerned with institutions as ends in themselves.

Recently I have been studying the numerous measures of national defense being taken by our government and our great national associations. What impresses me most is the fact that many of the things which are being done in the name of defense are things which should be done if there were no threat of war. The registration of all the scientists in the country in a national roster, the more adequate provision of skilled-vocational training for young men and women, the better coordination and inspiration of the social agencies in local communities—these are desirable whether for war or for peace.

The threat of war is a spur which goads us out of the ruts of our mental and social laziness. We should be grateful for the way in which our leaders are swinging into action. Yet we should also encourage strong programs of research and constructive criticism completely independent of the government, as democratic safeguards. There is need for assurance that the measures taken to meet an emergency shall lead to something permanently constructive.

WHAT CAN we do in our everyday lives to promote real democracy?

First, we can practice democracy in the family. We can reserve a time and place for every member to speak his mind without fear of interruption or censure. In many if not most families there is some aggressive or thoughtless person who presumes upon the time, energy, or good nature of some more compliant or sensitive person about him. Such a person, often quite unintentionally, is an obstacle to true democracy. He is an exploiter of personality. Then there is the amiable person who by shirking and "chiseling" in matters of work or money makes himself an economic

exploiter. Democracy in the family means giving every individual full opportunity for his best development. This opportunity consists in proper material and emotional conditions. To provide these conditions, some member of the family must often take the difficult responsibility of guiding those with less self-control or less insight. True democracy is not obtained through any simple formula of equality, by the holding of meetings, or by passive non-resistance. It requires responsibility, courage, and sometimes a measure of great vigor.

Second, we can be especially careful to be just to minority groups, especially to those who might be unfairly accused of disloyalty. I am told of a case of a man who has been practically forced out of his job by innuendoes based upon his German name, without any cause save the envious desires of those who coveted this job for themselves. This kind of thing will happen many times during the emergency. Let us discourage it! Let us urge our children to discourage it! Let us not persecute or discriminate against anyone because we dislike him or suspect him. Let the suspicion be proved or disproved; if proved, let the case be handled by the appropriate agencies of government. Let us stop these slow, cruel lynchings of people's characters and reputations!

Third, we can participate wisely in community efforts. By wisely I mean that each family shall join, serve, or give in accordance with its resources of time and money and its well-considered judgment of the value of different activities. A few families are trying to give too much to their communities, with the result that their home life becomes tense and hectic. On the other hand, many families have never been awakened to their community responsibilities. Others give time and money to causes or to organizations for which they have a traditional or sentimental attachment but which might better be scrapped or absorbed into other more vital organizations.

The family can no longer live unto itself alone. The real values of family life will be augmented by increased cooperation among families. Some of this cooperation may be very informal and neighborly; most of it will consist in their supporting community services which all can use according to need. These services are paid for partly through community chests and other voluntary channels, and partly through taxes. The public school is an example of just such a service. Once it was vigorously opposed, but now it

is so firmly established that nobody questions the propriety of paying for it. But we shall continue to discover new ways to make life richer and better through community-supported services, such as public recreation and health facilities.

Fourth, we can cheerfully accept our share of the honest cost of new and worth-while social services. There are people who would pay twice its utility value for a new automobile or a fur coat which makes them feel superior to their neighbors but who begrudge a much smaller payment of taxes for a new school or recreation center which would enable neighbors to share common advantages and perhaps to mingle more freely on a plane of equal fellowship.

Taxes, however, are not the only channel through which we may pay for community services. There are also our contributions to community chests and private social agencies, and our own time which we give to volunteer social or civic work. Again, some services of social value may be organized on a commercial or a fee basis, or as cooperative, non-profit enterprises. The important thing is to get more money spent upon services which enable people to live more healthfully, richly, freely, and socially, and *proportionately* less upon the mere multiplication and elaboration of material goods.

Fifth, we can use this emergency as an opportunity to rid ourselves once and for all of the old prejudices concerning inequality of the sexes. We can vote and talk against all rules and regulations which prevent a woman's occupying some position, in which she is needed, just because she is a woman. If and when there comes a rapid demobilization, we can insist that unemployment is a total problem, one which cannot be solved by taking jobs from women to give them to men. We can encourage efforts by women to cooperate, to simplify or reorganize the work of housekeep-



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ing so that they may participate more directly in the great variety of activities outside the home. We can insist that every woman be permitted to use her time in some way that calls for her best mental powers, just as a man is supposed to do, making whatever rearrangement of homemaking duties may be necessary to this end. Let us not forget that one of the most definite characteristics of fascism is that it assigns *a* place to *woman* (please note the singular) while it gives all the varied and interesting *places* to *men*. Democracy (which we have not yet perfectly attained) treats women as *individuals*.

A sixth measure we can take—and this is a key to everything else—is to mobilize our minds.

First and foremost, we can think honestly and speak thoughtfully and help our children to do likewise. This is no time to relieve our feelings of personal annoyance or to have fun at the expense of other human beings. Free speech we must have, to express any opinion whatsoever. But when we express an opinion, let us label it an opinion: "I may be wrong, but I believe . . ." Let us not put forth opinions in the guise of facts. Also, one can say things quite opposed to the hearer's views without hurting or antagonizing him if one keeps out of his voice the sneering, whining, or snarling note. "I disagree with some of your attitudes, but I grasp your hand as a brother," should be our motto. As we go about our daily life in the home or in the streetcar, let us keep alive more than ever the sense of our common humanity.

As a second effort, each of us can select a field of social interest and pursue that interest with a certain perseverance through the years, regardless of the temptations to shift our minds to something else. A democracy needs a reserve supply of trained minds. Any real human problem is worth studying at length and in detail even though the

student sees no immediate opportunity to use his knowledge vocationally. If he sticks to the one field with some consistency and persistence, although not necessarily to the exclusion of all other fields, he will gain an interest and a sense of mastery and will eventually find some practical opportunity to use his knowledge. The error of education in the past was its concern with so many things which were not related to vital human problems.

Finally, let us not forget well-known facts under the spell of some phrase or catchword. The person who tells us there is no difference between German dictatorship

and British dictatorship, between Germany and Russia, between the Republicans and the Democrats, between social planning and socialism, between one religion and another, between bombing cities and starving them, is frequently misleading us in the effort to put across some idea of his own. We have the right to think what we may about these differences, but we cannot deny them. Intelligence implies discrimination, not lumping things together carelessly. If democratic America ever again falls under a dictatorship, it will be a tyranny of words that serves as its preparation, its entering wedge.

WHAT, specifically, can we do in our homes, on our jobs, in our local communities?

The President has appointed a National Defense Advisory Commission which is rapidly expanding in its work in Washington. Its function is to advise governmental and private organizations regarding matters pertaining to the national defense. Under it are being set up state and local councils of Defense. Citizens and local organizations should get in touch with the local Council of Defense in their community. They should both receive and give suggestions. They should keep in touch with what is going on, and offer to "gear in" to the program whenever they see an opportunity to help. They should not merely wait to be told what to do. The policy of these defense councils is to get things done through existing organizations and not to create new machinery if it can be avoided.

To quote Harriet Elliott, the National Defense Commissioner in charge of Consumer Protection, "*Total defense is a democracy's answer to total war. It is all-inclusive. It is more than the protection of our national physical plant; it embraces the defense of our human and social resources as well. It protects our democratic way of life.*"



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Rural Life in an Industrial Atmosphere

WM. McKINLEY ROBINSON

SOME FEW years ago while enroute from Mexico City to Cuernavaca, I stopped for a time on a mountain top to look out upon the glorious panorama spread before me. In Mexico, as in our own Southwest, the air is very clear, and one may see for miles from some such vantage point as this mountain afforded. I could see streams and plains and wooded areas; and here and there a tiny village. Yonder were people walking or riding their burros along the highway; and there were moving specks, evidently men and women watching their flocks or working in their fields. As I stood awed with the magnificence of the view, it began to rain on one side of the mountain, while on the other the sun still shone brightly. Gradually there stole over me the most curious feeling, as though I were not of this world, but rather as a god was I looking down upon the earth and its people. While it mattered not to me whether it rained or the sun shone, I could look out over distant fields seeing men working busily, men wholly unaware and not caring that others,

DEEP in America's soil are the roots of our vaunted industrial wealth. And those who till that soil are as basic to American life as is the good earth itself. Their privileges are matched with problems all their own. But this they have in common with city dwellers: the danger that they may become indifferent to priceless resources at hand, may waste their efforts on trivial and ill-chosen ends.



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whom I could see with but a turn of the head, were scurrying to shelter from the rains.

Many times since have I wished that I might recover that impersonal detached feeling, that I might impart it to others for a few brief moments as we looked down upon our own communities and our own people. Would that we could occasionally lay aside our ambitions, our discouragements, our preconceptions, our endless comparisons, while we weigh and evaluate the assets and liabilities of our own little spheres. My deepest and most abiding interest being as it is in rural America, I would particularize my wish: would that now and then we might forget all that the city is and has, while we look with an interested and impersonal eye upon our own bailiwicks.

What am I trying to say? We live in an industrial age, in an industrial nation, in an industrial atmosphere. All our ways of living, our lines of thinking, are colored by these facts. Our total cultural pattern is molded by these facts. We have

consciously and deliberately made of this one of the greatest of all industrial nations. We have sacrificed other values, while glorifying all things leading to this end. And with but minor exceptions, varying from one individual to another, we would not have had it otherwise. Out of all this, as the ultimate expression of all this, have come our great cities, our commercial and industrial centers, the most favored of all our communities.

Our rural people in their way of life have been more deeply influenced by the industrial order than many have fully appreciated. Likewise have our rural people made a greater contribution to the industrialization of this nation than many have fully appreciated. Economists tell us that in 1787 it required, on an average, nineteen farmers to produce a sufficient surplus of food for one city person. Today, by the use of the same science and inventions which have made our industries possible, an average farmer, in addition to feeding three other persons in his own family, provides a sufficient surplus of food and fiber for twelve Americans not living on farms, and two more persons living in foreign countries, a total of eighteen in all.

In addition to food, fuel, and fibers for clothing and other textiles, rural America has contributed great wealth to the cities. O. E. Baker, an economist in the U. S. Department of Agriculture, estimates that in the decade from 1920 to 1929, the total movement of wealth from the farms to the cities was between twenty and thirty billion dollars, about two-fifths of the total net value of all crops for the period. In arriving at his estimate, he allowed for the cost of food, clothing, medical service, education, and miscellaneous expenses incidental to the rearing of the children who gave their productive services to the cities during that decade, interest on mortgages and loans, and the division of estates; from which total he deducted state aid for schools, urban funds used in road building, expenditures of city people on country estates, government pensions, and so on.

BUT FOOD, fuel, clothing, and an undue portion of their wealth have not been the only contributions of rural people to our cities. During the same decade (1920 to 1929) in which between twenty and thirty billion dollars were finding their way to the cities, about 40 per cent of the youth who found employment in the factories, shops, and offices of the cities were farm bred, another 40 per cent being city bred, and the remaining 20 per cent being immigrants. In all there was a net migration of over 6,000,000. Nor is this migration likely to cease. The populations of our cities

are not maintaining themselves. It is to rural America, where the birth rate still exceeds the death rate, that the cities must continue to look for much of their manpower.

Rural America is a very real and very vital part of the total picture of this great industrial nation. Furthermore, even while pleading—and justifiably so—for parity of income, rural America is still willing and proud to be an integral part of the whole. And yet there are times when I wish we might linger for a time on the mountain top, laying aside all our worship of things urban, each looking down upon his own rural community in a wholly detached and impersonal manner. I wonder if we might not be surprised as we noted the strong points and the weak points, more particularly as we looked with eyes not blinded by a vision of urban advantages for a potentially richer rural life.

I WONDER how many of us have ever stopped to analyze just what it is we wish the school to accomplish, and then have gone on to think through how nearly and by what means those ends could be achieved with the resources available in our communities, or to them. If members of a rural P. T. A. could forget for the moment that they had ever seen or heard of a city school, they might be amazed at the actual and potential educational resources of that smallest of school units, the one-teacher school in the midst of its natural and social environment. If they were not hampered by their conception of what the city school is and does, they might find happier solutions to some of their educational problems, solutions quite unlike those the cities have evolved. And why not so? The city schools, with more funds and under more able leadership than the rural schools have as yet been able to command, are constantly working toward the most efficient means of reaching recognized goals under the circumstances in which they must work. These circumstances vary from community to community, and vary quite decidedly from rural to urban communities. The same funds and rural leadership of like relative quantity and quality certainly would not establish urban-type schools in rural communities. Some of the advantages and some of the handicaps found in urban centers would not be present; and on the other hand other advantages and other handicaps would be present. Wishful thinking, on the part of both lay and professional, rural and urban people, that every rural school could but be like its nearest urban counterpart, tends to paralyze the thinking and resulting action necessary to capitalize upon the situation at hand.

How many have ever stopped to analyze just what it is they wish the church to do for them,

their families, and their communities, and then have gone on to think through how nearly and by what means those ends could be had with the resources available in or to their own communities? Perhaps, after all, a membership of five hundred or more, the finest music money can buy, learned sermons delivered fluently and enchantingly, classes and guilds and societies with organization and pressure not unlike a great corporation, are not the essentials for all people in the realization of a satisfying religious life. But that vision of the great and mighty church which quite overpowers one upon the occasional visit to the city, tends to blur the vision of the purpose of the church and minimizes the potential strengths of the small church, while throwing into bold relief its pitiful inadequacies.

How many have ever stopped to analyze the purposes and types of recreational and cultural experiences, particularly for youth, essential to a well-rounded life, and then have gone on to think through how nearly and by what means they could be had with the resources available in or to their communities? The best the music and art worlds and the theater have to offer should at least occasionally be had by any who have an appreciation of the satisfactions they may afford. Perhaps all sometimes crave the crush of city throngs with their impersonality. But most of one's recreational life may be realized in the smaller face-to-face groups, or in lone moments of reading, listening to the radio, or tramping in the woods. The glamour of the bright city lights has all too often blinded us to the joys to be found by the more resourceful in even the most remote of our rural communities.

And so we might go on discussing those phases of our life which are largely determined by the communities in which we find ourselves. Recently a study was made of the psychology involved on the part of Negroes who are subjected to all the same forces and pressures as their white friends and yet are compelled to react in a very different manner. Possibly something of the same psychology is involved on the part of rural people who are constantly subjected to all the forces and pressures which have built a great industrial nation, while they continue to live a rural life. They have come to accept an attitude of handicap and frustration, which all too often keeps them from seeing the potential richness of their life in the clear.

FOR ONLY a moment, though, would we wish to stand on our mountain top with its detached impersonal viewpoint. Rural America is too closely knit into the whole of this great industrial nation for one to wish rural communities to remain apart from the whole. The inspiration and stimulation to be had from a knowledge of the achievements of the great cities is needed to spur us on. Actual participation in some of the life of the cities is to be desired. Common causes served jointly by both rural and urban peoples enrich both in return; to which thought should be added the off note that rural America does not relish being patronized by their seemingly more affluent and able urban friends. But an occasional moment on the mountain top, with atmosphere unclouded by the glorification of things industrial and urban, would give a new perspective on rural life greatly needed in this sorely troubled world.

*The little cares that fretted me,
I lost them yesterday,
Among the fields above the sea,
Among the winds at play,
Among the lowing of the herds,
The rustling of the trees,
Among the singing of the birds,
The humming of the bees.
The foolish fears of what might pass
I cast them all away
Among the clover-scented grass,
Among the new-mown hay,
Among the hushing of the corn
Where drowsy poppies nod,
Where ill thoughts die and good are born—
Out in the fields of God.*

—AUTHOR UNKNOWN



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*This is the fifth article in the
Parent-Teacher study course:
Beginnings with Children.*

The Major *Mysteries*

PAUL A. WITTY

WHAT is that? Is it a dog? What is the dog's name? What's a bee? How does it fly? What makes a bee fly? How does the bee make honey? Did God make the bee? Did God make the stars? Did Rover die? Will Rover go to Heaven?

We note in the foregoing typical questions of little children the reason for many parents' overwhelming sense of inadequacy, frequent impatience, and inescapable feeling of deep responsibility. These questions, it will be found, fall into several groups: questions which relate to external things and happenings, to causes and reasons, and to mysterious natural and supernatural forces.

In recent years educators and psychologists have repeatedly called attention to two areas of child development which though fundamental to physical and mental health have been neglected or disregarded in many schools. The first area includes the feelings, the attitudes, and values of the child. The second encompasses all phases of language, language being regarded as a process by means of which communication is clarified and enriched. Parents will recognize at once the implication of the first—that schools typically have been primarily concerned that pupils memorize or learn certain blocks of subject matter which are thought to constitute an education, and that educators have been singularly neglectful of chil-

dren's development as well-adjusted personalities.

The importance of the second area—language—is unappreciated by many parents and teachers who frequently are unaware of the far-reaching effects of language upon almost every aspect of the child's behavior. Its fundamental significance is emphasized by Lewis Mumford in these words:

Where are the foundations for our ideas; in external nature? On the contrary, man is born into a world of human values and human associations! He knows life from the first as he senses and uses the modes of expression which his society has developed and preserved. Words, gestures, abstract symbols—these first—through human intercourse—after that in good time—science, religion, philosophy, art!

The essential forms of communion and communication are already present in the relation of the mother to her baby; this is the prelude to wider fellowship and deeper understandings. From the mother's mouth comes the greatest of all gifts to the personality—articulate speech, out of which thought flows through channels long cut by tribes whose names have vanished. —In the beginning was the Word. By means of the word, man has translated a world of confused feelings, sensations, motor activities into a world of meaning. In short, man's greatest triumph in producing order out of chaos, greater than law, greater than science, was language.

Language and Adjustment in the Young Child

PARENTS should appreciate and recognize the importance of language acquisitions from the first, since the child's *possibilities* of development are intimately associated with growth in language skill. For example, after the child has acquired a few words, he is able to make his needs known directly; and he becomes capable of sharing his experience. Thus, his world is extended and enriched.

What a marvelous, almost miraculous development this is! The first word makes its appearance usually when the child is between 12 and 15 months of age. He acquires a considerable number of words each month until he is able to use, when he is about two years of age, some 250 different words, each having a definite meaning, a specific relationship to his basic needs and purposes.

During the age interval from two to six, the child adds approximately 600 words each year to his speaking vocabulary. Never again will he learn so rapidly! Never will the world present such a variety of problems in learning to be satisfied through language. Almost incredible is the fact that by the time the typical child is ready to go to school, he has actually used about 2,500 different words. When we reflect a bit upon the rapidity of this development, we shall recognize the enormous responsibility of parents for providing guidance and nurture. During this period, they are the child's *great* teachers.

The first obligation of parents seems to center in the provision of an atmosphere favorable to wide experience and experimentation with language. To make mistakes comfortably is a privilege which children should enjoy; and parents should display patience, affection, and interest in the child's attempts to convey his understandings and feelings through words. They should try to provide good models of speech and to make sure that their own language is clear.

Moreover, clarity in communication should be a basic test by which parents will evaluate children's language acquisitions. Not in terms of a correct model (or a "norm") should John's language be appraised. Instead, parents should inquire: Is John communicating successfully? Is he finding genuine pleasure in his expanding vocabulary? Are meanings clear and associations accurate? These are the essentials; all else will follow if they are assured.

Children's Questions

THE FIRST questions appear early, and increase rather rapidly until the child is three years of age. The ability to use questions constitutes an

important advance in the child's development. For now he need not learn simply in terms of his own sensory reactions. He is able to obtain many understandings indirectly, through the help of other persons. Parents need to exhibit more patience and sympathy at this time than formerly, for now they are certain to be bombarded with incessant questions. Yet in the parents' answers resides the child's chief source for understanding the world of persons, things, and events.

In the home environment questions are more frequent than elsewhere. In fact, it has been reported that in the home about one-fifth of the child's remarks are in question form at ages four to eight. Questions are used for purposes other than to secure information; they enable the child to obtain or divert attention, to establish or maintain social contacts, and to express distaste or resentment. Their varied and wide functions suggest their importance in the child's growth.

The child's first questions usually start with "what" or "where" as he examines and explores the world. His inclination to ask another type of question—prefaced by "how," "when," and "why"—reflects his attainment of another stage in growth. He cannot progress far or rapidly at this time without companionship and guidance. And, once again and fittingly, this role belongs to the parent. More than ever the parent should strive to be patient in providing suitable answers or responses; he should be thoughtful and ingenious in attempting to ascertain what the answers *mean* to the child; and he should make sure the meaning is right and good in terms of the child's maturity. Moreover, he should be resourceful in supplying experiences and materials by which the child himself can verify or correct his understandings. When the child is given encouragement and offered abundant opportunities for expression, his development is likely to be satisfactory. The parent should recall that the tree grows best when nourishment is rich and when space for roots and branches to expand is not restricted.

Supervision should be judiciously and sparingly given; for the child must make discoveries, and experience the joy and adventure of finding out for himself the meaning of new language patterns. However, certain stimulation and suggestions are appropriate and beneficial. For example, the child should be urged to express himself fully, and to realize that complete sentences are more acceptable and rewarding than fragments or gestures.

It is extremely important that the child have opportunities for abundant first-hand experience associated with the expression and development of language. In this event, the parent's answers will often verify the child's own observations; or

they will serve to supplement his direct experience in a most *meaningful* manner. Observation, sympathy, and understanding must be exercised in guiding the unusually talkative child, while stimulation and encouragement offered at this time may be particularly important in the later development of the child who appears obstinate, contrary, or uncommunicative. Sympathetic social relationships and abundant first-hand experience often prove to be remarkable cures for behavior problems as well as those of language growth.

Individual Differences in Language Needs

EACH child grows differently. Too many parents have accepted literally the prescriptions which demand that children receive exact and similar amounts and kind of food, meted out according to rigid schedules. Physicians and parents have found that many children cannot live and grow on this diet. In the matter of language, parents have often followed a somewhat similar course trying to force their children to develop according to "standard." Here, as in meeting every other developmental need, the fundamental integrity and uniqueness of each child's emerging personality should be recognized, and expectations should be developed accordingly. Differences will be anticipated and accepted. John may be slower than Mary in saying certain words or phrases; but his learning rate may exceed that of another child. *He is neither better nor worse than his companions.* He is simply different. He is John, a personality.

By the time John is three, he probably will want to be an active participant in various group activities, for the process of socialization will be well started. At this time the child's role as a responsible member of a family group takes on significance, since family contacts constitute his first lesson in human relationships. The varied activities of normal family life offer abundant opportunities for his development. Through these the child can build an invaluable vocabulary of social understanding. Unfortunate is the child in the "privileged" home who is denied the chance to help mother or share responsibilities with brothers and sisters. These contacts, and many others that recur in a normal happy family, engender and nourish the highest type of social sensitivity and expression.

When the child is three or four years of age he often develops a number of fears which unless checked may have serious consequences. Accordingly the child's emotional growth and expression should be matters of utmost concern to parents. A large part of the parent's responsibility centers in developing *preventive* measures, through the

maintenance of an atmosphere for happy, wholesome living. Many fears may be attributed to our failure to give children the sense of security which will lead them confidently to attempt new tasks and overcome obstacles. A part of our responsibility lies in the use of language which avoids confusion and gives the child a sense of security.

Language and the Mysterious Universe

THE ROLE of fear assumes even greater significance when the child begins to raise certain questions about the mysterious forces of life: Where did baby sister come from? Does God live here? Can you see God? Did God make the stars? Unless boys and girls obtain satisfactory answers to this type of question, they cannot hope to grow happily and effectively.

The foregoing questions—and a host of others—require direct answers. Here again the problem is one associated with the proper introduction, appreciation, and understanding of words. It is important that the parent see that the child's understanding is reasonably complete and personally adequate and satisfying at his level of development. Then, too, the parent should recognize the principle that wholesome growth is built upon expression—not repression. In free, varied, and happy experimentation with words there exists the basis for later creative language expression. Frustrations, irritations, and dissatisfactions at this time may have consequences which will con-



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tinue throughout the child's life and limit, or "block," his spontaneous creative impulses. Moreover, the results of these early frustrations will often be far-reaching: they will color the child's attitude toward himself, and will doubtless determine the extent to which self-confidence and resourcefulness will characterize his approach to many other problems.

Understanding Life and Growth Through Language

IN HIS effort to understand human beings and their growth, the child should awaken to the meaning and beauty of life itself. Through contacts with plant life—the blossoming of flowers, the growth and increase in vegetation—and through observations of animate life—the birth and death of animals, the life and growth of pets, the new baby—he should obtain valuable lessons. Experiences of these kinds will bring questions which when simply and directly answered will occasion no embarrassment, shame, or feelings of guilt. During this period the child should be encouraged to observe family life about him and the nature and complexity of different family groups. As the child's circle of friends and acquaintances widens, his responsibilities as a member of *different* groups will emerge. Since the feeling of responsibility for membership in a group is determined at first largely by the ideals and values which are found in the home, it is essential that parents be consistent in their behavior and zealous to insure that they provide good models and examples. Their concern should be to live every day in such a way that cooperative, sympathetic relationships will develop and continue.

Words, Values, and Religion

ANOTHER perplexing problem which the parent encounters is the area of the child's religion. The child's security and faith in the honesty of his relationships must not be impaired by unnatural and unwholesome worries and fears. The good parent will attempt above all else to see that conditions for confidence, mutual understanding, and affectionate concern prevail at all times. A dogmatic answer frequently blocks the child's development and leaves him hopelessly inadequate, uncertain, and insecure. The parent should recognize that wholesome development, in all its aspects, is gradual. In the area of language the process will be aided most by the parent who merely answers questions, supplies information, and expects steady but only gradual improvement. Above all others, religious concepts, ideas, and appreciations should be offered the child in accord

with his unique needs. He should be encouraged to examine the unfathomable mysteries in the physical world with a calm appreciation of their beauty and complexity. Although the young child can never understand fully certain physical phenomena, he can enjoy their beauty and feel comfortable, secure, and interested even when the heavens appear menacing and ominous. This sense of security is basic to a deep and abiding appreciation of nature. Mysterious forces and events should be neither belittled nor ignored, since fear reactions and feelings of insecurity often follow such treatment. Parents should be unusually zealous to avoid the development of religious concepts such as a personal devil or a God who terrifies and punishes. Moreover, these concepts should *never* be invoked as threats to produce obedience or conformity.

Especially because of conditions in the world today, children must be protected from developing a fear of death. Unlike many other fears, this one cannot readily be prevented, since most children will be confronted directly with death at home or among their friends or playmates, and recurrently through the radio, the movies, or the newspaper. However, we can spare children certain overstimulating experiences which often are connected with funerals or ceremonials. But the *fact* of death cannot be avoided. It should be treated directly and simply in frank discussions which inevitably follow the accidents or death of animals, pets, or birds. And when it is unavoidable, this fact should be extended in a simple, dispassionate manner to include the child's loved associates.

We have already observed the importance of an objective, unbiased position in guiding the child's understanding of mysterious physical forces and happenings. It is similarly important that concepts regarded as moral or ethical be introduced and acquired in like manner—in a gradual progression according to the child's development.

In the school, the child should have an opportunity to develop further along the same lines. For the first responsibility of the teacher is to provide and maintain a classroom situation which is conducive to continuous growth. She will strive to develop an atmosphere and setting in which success, security, understanding, mutual respect, and opportunity to attain worthy educative goals are all-pervading. Finally, she will be prepared to direct children's development in such a way that their emotional life will yield the maximum in human satisfactions and values. Thus the worthy acquisitions of the home will be nourished and will find further development in many practical and creative pursuits in school.

Projects and Purposes

BY NATIONAL CHAIRMEN

THE PLACE was a little coffee shop in a small Midwestern town. A Greek of less than middle age was the proud proprietor. As he served a group of people who had stopped for supper on this winter evening, he was listening closely (as was everyone in the place) to the news broadcast of the day, which was coming over a national chain from several different points. His face was a study in joy as the announcer from Rome recounted occupation by Greece of the Koritza territory. His pride was plainly visible, but also visible was his allegiance to his adopted country—the United States: a silk banner, such as may be commonly seen, with the inscriptions “God Bless America” and “It’s Good To Be An American” hung in a prominent place in the restaurant. In the window was the international appeal for the Red Cross. The whole scene was one that was perhaps being enacted in many places in the United States. But to us who observed it, it was an exemplification of the fact that only in our country and only at such a time and under such circumstances could such an incident be observed. Possibly its appeal was more to our emotions than to our reason, but an understanding of the significant elements in the situation could not help but color the emotion evoked.

It is in this area that parents and teachers have such an unusual and, at times, difficult opportunity. Reasoning is based on understanding. Complete understanding would lead to tolerance in certain situations or perhaps to intolerance in cases fraught with potential danger. The fact that the democratic way of living is one in which we have struck a balance between tolerance and intolerance—practicing each at the right time—is that which we are attempting to instill in those in our charge—children and youth.

How to do it is the problem. The solution is in everyday living in home and school. Here attitudes and understandings are developed, tolerance is defined by daily practices, and human values are judged either important or non-important.

Putting the right amount

of emphasis on small daily happenings makes a definite impression on young minds. A casual discussion by a class of the excellent manner and posture of the little Jewish boy in their home room when he salutes the flag in the morning. Calling attention to the pride of that Greek restaurant-keeper in both his own and his adopted country. Pointing out small courtesies a group of high school students might show to a new pupil—a refugee—in their school. Each of these opportunities lives each day in every community along with hundreds of others.

Parents and teachers realize now that children must be helped to reason. They know that clear reasoning comes from intelligent, sympathetic understandings. These understandings are ours to develop—to develop in such a way that the attitudes we have created in the children color and control their emotions with a clear, reasonable understanding of the situations in which they are called to make judgment.

KATE P. MABREY, *Citizenship*

UNABLE to account for the strange behavior of the planets Jupiter and Saturn by any known factors, Frederick William Herschel in 1781 turned his telescope in the direction of the force which appeared to be responsible for this unaccountable behavior. Thus was the planet Uranus discovered. Its magnetic force constituted the reason for the otherwise unreasonable actions of Jupiter and Saturn. All nature, without exception, moves in accordance with laws—laws which legislators, fortunately, have no power to amend, but from which they have much to learn.

Reason has been defined by men in many ways. Let us examine a few of them: Webster defines

it as “that guiding and directing faculty of the mind by which men are distinguished from the lower animals.” This definition assumes a capacity to relate one’s self to the world outside of self, to relate present to past, to future, to space, to height, and to depth. Milton says “But law in a free nation hath been ever public reason.”

IN THE second series devoted to parent-teacher “Projects and Purposes,” the National Chairmen discuss their committee work in terms of its relationship to themes selected by the Special Committee to Correlate Parent-Teacher Activities for Promoting Democracy. “The Appeal to Reason” is this month’s theme. Next month: “The Consent of the Governed.”

This definition implies the merging of the thinking of all people to solve the problems of all people. The antithesis of such thinking together is special privilege by a few people for a few people, to the detriment of many people. "Men have no right to what is not reasonable," says Burke.

A reason broad enough to encompass time and space and people is found in the objectives of the National Congress of Parents and Teachers "To secure adequate laws for the care and protection of children and youth." Bacon has said, "Yet it were *great reason* that those that have children should have greatest care of future times." And so in seeking the enactment of laws to protect children, the importance of training our telescopes on every question in its remotest relationships, as well as focusing our microscopes on immediate details, is a matter to approach with reverence, to pursue with scholarly precision, and, making steppingstones of obstacles, to follow through to complete accomplishment.

Every good law is first a thrilling discovery. Let us to our telescopes! The reason is "The Child." Is he not now appealing!

MARY T. BANNERMAN, *Legislation*

AND WHY call ye me Lord, Lord, and do not the things which I say?" (Luke 6:46)

The ancient problem of folk who cry aloud, yet do not fulfill, is vividly brought to mind today when we hear so many people prating of democracy while failing to carry out the simplest fundamentals of the democratic way. And so, thousands of words are being written and spoken in an effort to make real the basic theories of democracy, to make them function in our daily living.

The "appeal to reason" as an essential tenet receives general endorsement—in theory. President Madison once said, "Popular government without popular information is but the prologue to a farce or a tragedy, or perhaps both." Public education in a democracy directs a course through knowledge to a maturity of self-control and reason. The totalitarian concept, on the other hand, throws reason into the discard. It appeals to blind loyalty and unquestioning obedience. It governs by fear. It appeals to exaggerated pride of race. It holds aloft the one goal of an all-powerful nation.

If this republic of ours is to endure, there must be a united effort to practice what we preach. In small ways, in our own neighborhoods, we may fight the spirit of un-reason abroad in the world today. It is not reasonable, for example, to react unfavorably to an accent. It is not reasonable to jump to conclusions. It is not reasonable to generalize about a group from one or more members. It is not reasonable to be governed by emotion

and prejudice. It is not reasonable, after outlawing the folly of the duel, to continue to murder in the mass. "Man is the only form of living thing which gathers together in groups to destroy its own kind."

A recent report of the Commission to Study the Organization of Peace contained these words: "No system of law and organization can be of value without the living faith and spirit behind and in it. No world organization can succeed without mutual confidence on the part of its members." A democracy presupposes an open mind—a willingness to hear an appeal to reason. To create and maintain confidence between nations is a long slow process—but it is the only way. KATRINA O. McDONALD, *International Relations*

EVERY HUMAN being desires to leave some "foot-prints on the sands of time" showing that the world is a little better because he has lived in it. It is not given to many to build monuments of stone and steel, or leave immortal records in song and story to echo through the ages. But we may help to build a citizenship for tomorrow that is strong and straight and true. By united effort we may give to the children of today who hold tomorrow in their hands the best that science has explored in education, health, and welfare.

This "appeal to reason" in our democracy has brought together two and one-third millions of people who hold membership in the National Congress of Parents and Teachers through its 50 state branches and its 28,000 local associations. Twenty-six state Membership chairmen reported last year that the increase in membership in their states was due to increased recognition and emphasis of the opportunities our members enjoy for service to children and youth.

The welfare of the child depends not alone upon the care provided within the family, but also upon the safeguards and services provided by the community, state, and nation. Membership in a Congress parent-teacher association offers each adult in the community:

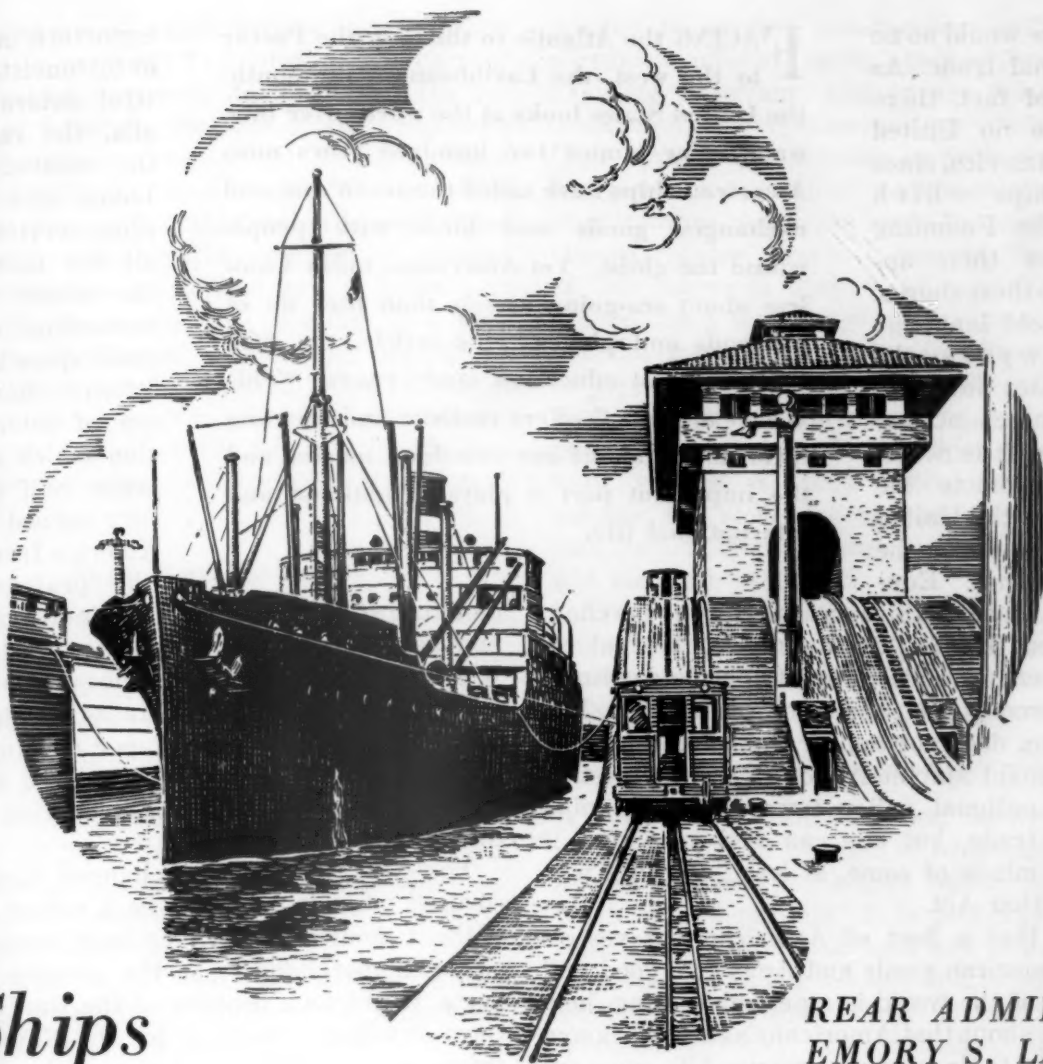
A way to stimulate interest in community responsibility for the well-being of children and youth.

A way to utilize the experiences of other communities in meeting the needs of the local community.

A way to participate in a state-wide and nation-wide program as it relates to the needs and interests of the children and youth in the local community.

A way to appreciate and share in a parent-teacher program of service for all children and youth everywhere.

MABEL W. HUGHES, *Membership*



Ships That Sail the Sea

THERE is occasionally a tendency on the part of citizens of the United States to forget that they are also citizens of the world. Our nation is so large and so rich in its resources that it frequently sets the bounds to the horizons of many Americans, including parents and teachers whose task it is to give their young charges a sense of belonging to the world as well as to their country.

It is a mistake to believe that the United States could march along through history alone and insulated from outside influences. Ever since the continent was settled by the first white Europeans, back in the sixteenth and seventeenth centuries, its people have depended upon Europe, Asia, Africa, and South America for numerous necessities, such as tin, coffee, rubber, and quinine,

**REAR ADMIRAL
EMORY S. LAND**

and numerous luxuries, such as perfumes. The situation is not changed today. Many economists hold the theory that in our nation's export business lies the margin between a national profit and a national deficit. If this is true, we are more dependent on the world economy for our own prosperity in the year 1941 than we have ever been before.

Thus, for both economic and cultural health, the United States is a world dependency just as much as is the smallest, poorest European principality. Some of the finest and most successful theories of education have been imported from abroad. Many of our best educators are what they are because of their European training. And most, if not all, of our cultural wealth had its origins in the civilizations of the nations much older than ours.

Precious Cargoes

WHAT HAVE ships that sail the sea to do with this? The answer should be obvious. Were there no vessels traveling the great oceans, there would be no intercommunication between coun-

tries. There would be no international trade. As a matter of fact, there would be no United States of America, since it was ships which brought the Founding Fathers—or their ancestors—to these shores.

In the cold language of the lawyers, the United States now supports its merchant marine because it is necessary "to promote the commerce of the United States and to aid in the national defense." Educators will have a third reason for a merchant marine, and this is "to further intellectual cooperation between nations and to promote cultural exchange among the peoples of the world." The latter reason does not appear among those listed in the Merchant Marine Act of 1936, which established the national policy toward our shipping in foreign trade, but one can feel sure that it was in the minds of some, at least, of those who forwarded that Act.

Granted that a fleet of American-flag vessels carrying American goods and American good will to all parts of the world is a desirable thing, how does it come about that Americans as a whole know so little about their merchant marine? To some extent the fault lies in the fact that the American public as a whole has taken little interest in the matter. To a greater extent, perhaps, it is due to the vicissitudes through which the nation's merchant marine in foreign trade has passed during the past seventy or eighty years.

Cinderella Fleet

THIS IS no place for an extended history of American shipping policy. Let it be said, however, that shipping and shipbuilding, among America's oldest industries (in 1607 the first American-built ship, the "Virginia," was launched in the Kennebec River), have had a checkered history. Everyone knows of the famous clipper fleets which were the backbone of American trade in the early part of the nineteenth century. By 1860, our merchant marine had become one of the greatest the world had ever seen. For various reasons, however, the War Between the States saw a sharp reversal. From the end of the Civil War up to the beginning of the first World War our foreign trade fleet was the Cinderella of national policy. It was ignored by legislators, passed up by

FACING the Atlantic to the east, the Pacific to the west, the Caribbean to the south, the United States looks at the world over blue water. For almost two hundred years now, American ships have sailed the seven seas and exchanged goods and ideas with people round the globe. Yet Americans today know less about sea-going vessels than they do of railroads and planes. This article, the fifth in the parent education study course "This World of Ours," offers realistic and accurate information about our merchant marine and the important part it plays in national and international life.

exporters, and laughed at by tourists. The beautiful sisters of Cinderella, the railways and the coastwise, Great Lakes, and river shipping services, received all the attentions and the money which our expanding economy could spare to transportation in those days. The era of internal expansion which marked the latter half of the century turned the face of America from the sea to the prairies and the mountains. The fast-growing industrial, mining, and agricultural centers of the Middle and Far West diverted interest from the sea trade of earlier days. By 1914 the United States vessels in foreign trade carried less than 11 per cent of our combined exports and imports, compared with a magnificent 72½ per cent in 1850, during the era of the clippers.

The first World War changed that. We discovered what it meant to be a nation completely without modern, swift merchant vessels to carry our own merchandise in the absence of foreign fleets, withdrawn because of the war, and to perform auxiliary functions for the Navy. We built ships—over 2,000 of them in the half-decade 1917-1922—in a frantic effort to make up for time previously lost.

There, unfortunately, we left it. Despite several praiseworthy attempts by Congress to give the nation a sound peacetime shipping policy, it was not until the passage of the Merchant Marine Act of 1936 that the need for open support of our foreign trade fleet was recognized. Since then the United States Maritime Commission, under the Authority of the Act, has assisted financially in the operation of the United States flag vessels, enabling American operators to compete on an equal basis with the heavily subsidized, low-wage and low-cost vessels of European and Asiatic nations. It has launched its own construction program, involving the building of speedy, efficient, and safe passenger and cargo vessels which can give American traders and American travelers the best service in the world.

A plan which envisaged the building of 50 ships a year for ten years was worked out in 1938. In 1939, however, the war caused an immediate increase in the annual number of ships under construction, so that national defense needs could be met. Thus, as of the present date, 179 vessels

are contracted for, of which 80 have been launched and 54 are in service. The wisdom not only of the construction program itself, but of the acceleration of it before the war started, has been proved to the hilt by recent events in our national defense undertakings. As a result of the activities of Congress during 1940, this nation has embarked on the most comprehensive program of planned defense production in its history. A large part of that program covers the building of a two-ocean navy. Dozens of battleships, destroyers, cruisers, airplane carriers, and other types of warships are being built to give all of Continental United States and all of the nation's Pacific possessions the protection which only a strong navy will afford.

Navy Auxiliaries

BUT A navy is not self-supporting. In operation it needs auxiliary vessels to supply warships with fuel and food, to act as troop transports, submarine tenders, hospital ships, ammunition ships, and so on. The Navy is finding ships of these types among the new merchant vessels built under the Commission's program.

Already the Navy has bought nearly 25 of these ships, including 12 high-speed tankers, which can feed our naval vessels 800,000 miles' worth of fuel without once touching land.

Another function of the Maritime Commission in connection with the development of a merchant marine adequate for national defense is its program for training personnel for merchant vessels. This is a strictly educational job, a task in vocational training which never, until the Merchant Marine Act of 1936, had been a part of national policy, educational, maritime or otherwise.

Ships, no matter how fine they may be in their construction, can be no better than the people who man them. The operation of a merchant vessel is a job for highly trained specialists, engineers, navigators, radio men, executives. Since 1938 the Maritime Commission has supervised the training of over 10,000 men for service in our merchant vessels. The program ranges from specialized education in the highly technical aspect of sea service for men already officers in the merchant marine, all the way through schools training men to become officers, to classes for ocean-green-horns—boys who have never been to sea before and who are chosen from among the best enrollees of the Civilian Conservation Corps. Of greatest

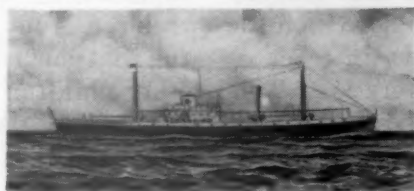
interest to parents and teachers will be the opportunity offered young people by the Cadet Training Program. Cadets are selected by national competitive examinations conducted by the Civil Service Commission in each state, and the four-year course which cadets selected by these examinations must take leads to cadet officerships aboard regular merchant vessels. The third year of this course is devoted to specialized training ashore. Such training may serve as a preparation not only for a career at sea but for various types of occupations connected with shipping. Former merchant marine officers are found today in such positions as officials of steamship companies, shipyard executives, port authorities, officials of salvage and stevedore companies, marine inspectors for utility companies, and technical advisers and research assistants.

Thus the United States Maritime Commission has, without fanfare, been building up the national reserve of ships and men without which our defense situation would be considerably weaker.

In Peace and War

NOW, FACTS such as these, at first sight far distant from the field of education as a whole, are in actuality an object lesson for American teachers and parents. It is probably safe to say that if the matter had been left to public opinion as developed in our schools and in our homes, the United States would have no merchant marine whatsoever today. This is not an indictment of any unwillingness to understand on the part of our citizens. Rather, it is simply a revelation of the ignorance concerning maritime matters which is to be found throughout America, more especially in the inland states.

It is time that this ignorance be abolished. We must impress upon the people the dependence of our peacetime economy upon international trade in goods and ideas. We must indicate to them the dependence of a wartime economy upon vital materials which must be imported, upon adequate naval auxiliaries, and upon the preservation of lanes of communication at sea when merchant fleets of belligerent nations are withdrawn from their normal pursuits. If we can make our citizens conscious of these facts, the task of educating them in the importance of our ships that sail the seas will be accomplished—for it is through the medium of ships that these necessary functions are achieved.



Editorial

Hands Across the Sea

THE holiday season has been a challenging one for American men and women who day by day have read in the press and heard over the radio of the sufferings of the children in countries at war. We ask ourselves if we have done all that we could for these children who have been driven out of their homes and schools and their hospitals, left in bombed homes mourning their fathers who are absent—prisoners of war, “missing,” or dead on the battlefield. What can we do for these children?

At the moment, unfortunately, there is very little that we can do. But many of us have been interested in the United States Committee for the Care of European Children, which was organized last spring to offer the hospitality of American homes on a large scale to children who could no longer be given safety and security in their own homes. The interest in this movement has not been confined to the social welfare organizations, but has come quite spontaneously from various groups of citizens. Those who had relatives or friends in England invited the children to come here as their guests “for the duration.” Employees of certain large factories offered to give homes to the children of the workers employed by the same companies in their British plants, certain private schools invited the children from similar schools in England, religious groups invited the children of British co-religionists. The United States Committee, with generous help and advice from the United States Children’s Bureau, made provision for receiving and distributing these and other child guests. Congress became interested and accepted the Hennings plan under which American ships may yet be sent, under certain conditions, to bring the children here.

THE United States Committee wanted to help not only British children but children from various Continental countries who were in England and to provide, if possible, for the bringing of children out of the Continent itself. The whole scheme was jeopardized when a ship with British children was torpedoed early in September. These children, fortunately, were all saved. But this near-tragedy was followed in a few weeks by the attack on the “City of Benares,” which went down in a sea so stormy that eighty-three children were lost. This tragedy has meant a delay in carrying the plan forward. However, word has come from Britain

that evacuation will probably be resumed in the spring when the seas are less dangerous. British parents are accepting the plan and believe it is “desirable from every standpoint to move as many small children as possible to safe and happy surroundings.” It is interesting to know why the parents of 200,000 children have asked to have them sent away to American or other overseas homes. One reason is that the British newspapers have printed many letters from the children themselves, and photographs, showing the attention that the young evacuees are receiving in this country. “America’s wholehearted welcome has deeply touched parents, relatives and the general public.” It is not only the menace of physical injury or death to the child which prompts parents to send their children away. The risk of injury from bombing may not be so great as the risk of a voyage on the North Atlantic under present conditions. But life in most large English cities today presents countless other hazards. Schools are badly disorganized. There is the danger of epidemics and nervous breakdown during the winter.

MORE than one thousand children have come to this country under the auspices of the United States Committee, which also accepts “a moral responsibility for at least 3,000 other children who have arrived independently.” A recent statement by the Committee pays generous tribute to the men and women throughout the country “who responded to the call of the Committee and organized the Local Committees which made it possible speedily to carry the program to every major center in the United States; to the thousands of persons who generously offered their homes to guest children; to the child welfare agencies who reviewed home offers and are now overseeing the care of the young guests, to the officials of the Federal Government and of the several states for their unflinching cooperation with the Committee.”

Many of us would like to join with the United States Committee in this expression of appreciation to the generous Americans who so quickly responded to this call for help and offered hospitality so promptly and so generously to remove these children from the dangers of war. We are grateful that such a well-organized plan is ready for other children as soon as a safe way of bringing them out of danger can be found.

—EDITH ABBOTT

Guidance for Effective Citizenship

MARION BROWN

IN THIS American democracy where individuals count as persons rather than as instruments for the state, it is natural and fitting that parents ask the school to look upon children as persons, and to provide an educational program suited to their needs as individuals. This concern for the well-being of individuals does not mean that parents ignore the needs of society or the welfare of the group, but it does express a basic conviction of the American people that in the long run the success of any group rests upon the quality of the individuals comprising that group. When parents ask what provision the modern school makes for discovering individual differences, and for adjusting school procedures to the needs of individuals, they want assurance that children have the opportunity to make good investment of the only capital any child possesses: his time, his abilities, and his interests.

The modern American high school in which adolescents make this investment is a complex institution representing a cross section of American social, cultural, and economic life. Boys and girls whose parents have never had a year of formal schooling work in the chemistry laboratory with the sons and daughters of university professors. Children of unskilled laborers sit on student governing boards with youngsters whose parents have won recognition for their achievements in technical or literary fields. Young people differ in the goals or objectives toward which they work. Some have clear-cut, definite aims. They know where they want to go, and the direction to take. For them, high school offers preliminary preparation or specific training. Others are vague, indefinite, undecided. For them, high school serves as an exploratory period, when they can try out various fields in which they may earn a living, find social satisfactions, and develop desirable personal qualities. Whether a child's plans for the future are definite or obscure, the experiences of his ongoing life are of such importance as to warrant the development of a rich and vital school program with sufficient flexibility and variety to meet the needs of all students.

The abilities of individuals vary as markedly as do their social backgrounds, their goals, and their interests. We find at the extremes of the social scale the "exceptional child"—at one end the gifted, at the other the handicapped. Between these two extremes is the great middle range of



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HAS there ever been a time in the long road of human history when youth has had to adjust to a world as complex as is ours today? To help youth in its quest for satisfying work, emotional security, and effective citizenship, American schools have established programs for systematic guidance. The function and nature of a rich and vital guidance program will be found in this article, the fifth in a series based upon recent findings of the Educational Policies Commission.

persons who although less spectacular are nevertheless as unique as are the brilliant or the mentally retarded. In physical, social, and personal qualities there is also such marked variation as almost to defy classification. Some children seem to have unlimited energy and time to invest in the pursuit of their interests; others are constantly in the position of curtailing their activities to meet the limitations imposed by poor health, physical handicaps, the necessity to work for pay, or home obligations. Some succeed unselfconsciously in their personal and social relationships; others have personality traits which threaten their relationships with other persons and with groups.

Guides for the High School Maze

TO MEET the needs of so diverse a group the secondary school offers a wide choice of courses and a variety of social experiences, which differ not only in kind, but in method, and in the type of skill and degree of difficulty required. No longer is there a simple traditional course in English. Rather there is a multiplicity of courses, each emphasizing skill in the use of written and spoken English but having its own special mode of approach—through journalism, perhaps, or creative writing, or dramatics, or the study of fine modern literature. No longer is the extracurricular life of the school confined to barely tolerated plays, competitive athletics, or so-called student government. Today's high school teems with student activities—clubs, discussion groups, operettas, intramural sports, a daily newspaper, student cooperative government—a diverse, changing pattern of living experiences representing the demands of boys and girls for dynamic group experiences.

But merely to offer a large number of courses and activities is not sufficient. The more complex the school, the greater the danger that the inexperienced boy or girl will become confused and make serious mistakes in selecting courses and extra-class activities. He may through lack of information overlook important opportunities, or, ignorant of his own strengths and weaknesses, attempt a program which is overwhelming in its demands and leads to failure. To help boys and girls to make wise decisions many secondary schools have established programs for systematic guidance. Teachers, counselors, and other experts study individual students. They keep themselves informed of resources and facilities in the school and in the community which can be utilized by students, and so are able to help each student to assess his own abilities, to define his goals, and to choose from the complex offerings available those which give greatest promise of meeting his imme-

diate needs and of furthering his ultimate aims. Although the immaturity of high school students makes it desirable to help them select and evaluate their experiences, they are not deprived of the all-important experience of making choices, or even of the right to make mistakes. No democratic system of education which is directed toward developing worthy citizens would deny to children the right to understand their own abilities, to discover for themselves satisfactory ways of meeting situations and solving problems. The secret of guidance, like Emerson's secret of education, lies in respecting the pupil.

The guidance worker, whether a teacher or a specially trained counselor, understands the characteristics of teen-age youngsters. He knows that before entering the secondary school they have had several years of varying experiences, some of which have been pleasant and satisfying, others unpleasant and annoying, and that these earlier experiences may be reflected in their attitudes and behavior. He realizes that the ever-widening areas of activities and contacts make children aware of social, economic, cultural, and racial differences between individuals, families, and neighbors, and that this often leads to a questioning of the customary standards and traditions of the family. The counselor sees adolescents treated alternately as children and as adults. They are held increasingly responsible for their own actions, but the state and parents are still their legal guardians. The attitudes and behavior resulting from the shifting status often are expressed in self-consciousness, sensitiveness, alternate aggressiveness and submissiveness, exaggerated concern over social success. The counselor watches the student making daily decisions with respect to recreation, use of time and spending money, as well as fundamental choices in matters of life-long significance: vocational plans; interests and hobbies, which may become life-long avocations; friendships which in turn lead to the choice of a mate; codes of values, summed up in a philosophy or a religion. A student may deliberately postpone some of these decisions, but the postponement in itself is a significant choice, and often a cause of anxiety both to himself and his parents.

Studying Students

SINCE, within the framework of such general adolescent characteristics, each person is unique, the first function of guidance is the study of each individual. A democratic guidance program is directed toward working with all students, not focused upon the maladjusted or handicapped. Guidance of the gifted and of the so-called average involves as great a challenge as the

study and adjustment of the handicapped. There are many approaches to the appraisal of students. At best, knowledge of human beings is limited, and our methods for understanding their characteristics, the conditions under which they live, and their ever-changing needs, are inadequate. In general, however, teachers and counselors have the benefit of recent research and are increasingly well trained in the techniques for personnel work. Cumulative records of a student's progress through his school years give a long-range picture of his development, and insight into how his school life has been affected by his health or his recreational activities, by home conditions or by tensions and crises that he may have experienced.

Health is such an important factor in school success that special emphasis is placed upon that aspect. If a boy has excellent health, he probably will carry a normal school program successfully, all other things being equal. If he is physically handicapped, it is the task of the school as well as the home to help him live satisfactorily within his limitation while making necessary adjustments in routine so that he can spend fewer hours at school, carry a lighter program, or eliminate activities that contribute to his health difficulties.

Recent studies have made teachers and parents more aware of variations and differences in learning abilities. Some children's minds grow rapidly, others slowly; some attain mental maturity while very young, others may never achieve the ability to generalize or to think in the abstract. The problem of guiding students to select courses that are appropriate to their abilities is a constant challenge. The task is complicated when parents or teachers, misjudging the intellectual abilities of a student, either discourage his ambitions or demand that he undertake a course in which it is impossible for him to succeed.

Other characteristics of children are also studied: their interests, their relations with other persons, their changing plans, purposes, and goals. Direct observation of youngsters at work and at play, individually and in groups, in many different situations; tests, health examinations, examples of work in art and writing, give multiplicity of evidence at different stages of the student's development.

Using Means Choosing

IF THIS first responsibility of guidance is not to become a mere accumulation of facts, a second function is essential—to mobilize and make available all the resources and facilities in the school and

community that can be used by students. We think of courses and subjects as the most important source of training. But the extracurricular or social program is also a laboratory in which students meet and solve many problems which are of immediate consequence to them and which train for future citizenship. Opportunity to share in group decisions is as significant to education as is practice in making personal choices. Such occasions arise in planning school parties, in serving on committees, in working on the school paper, in attending student council meetings, in sharing responsibility for cleanliness and order in the school building and on the grounds. All such activities when properly guided are realistic ways by which students find expression for their interests, learn how to cooperate with others, and find satisfaction in sharing in group decisions and in furthering the welfare of the group.

Community resources which supplement school opportunity also are available for students who wish to explore vocations, to obtain employment, or to benefit from special services offered by the numerous recreational and social agencies. By describing needs of children which are not being met by any existing program or agency, the counselor often makes important contributions to the reorganization of school policies and procedures and thus broadens the scope of guidance from the individual to the school-as-a-whole and to the community.

Knowing the characteristics and needs of students on the one hand, and the resources of school and community on the other, the guidance worker accepts as a third responsibility that of helping students make good choices. Here is the test of effective guidance in a democratic program: the skill with which the counselor helps the individual



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to make his own self-appraisal by giving him accurate information. His is the privilege of assisting the student to interpret the information, to see all of the possible solutions to his problem, and finally to make his own decision. It is apparent that freedom to choose is limited by a number of factors. There are laws which determine compulsory school attendance, restrict child employment, and in some states prescribe (at least in part) what courses a student must take. Hence the boy or girl who would like to leave school to go to work or who would exclude some subjects from his program is checked at the outset. Also, immaturity and lack of experience place certain restrictions upon what the youth may choose to do. His decisions must be limited to matters with which he can experiment without disastrous results to himself or his social group. Part of the responsibility of a guidance program is to interpret to the adolescent the limits within which he is free.

Guidance for Guides

IN THE last analysis, effective guidance is the joint responsibility of parents, teachers, and students. Sometimes parents appear at school only when, chip on shoulder, they descend upon the principal to voice indignant protests based often upon imperfect understanding of what the school is attempting to do. With equal ease parents may sit passively by, neglecting their proper share in guidance, waiting to appear finally upon the scene when their sons and daughters make their more or less triumphant last appearance at graduation. However, the adolescent still belongs in the family circle. Final decisions ordinarily must rest with father, mother, and child, not with the school. For example, the student is faced with a curricular choice. Does he plan to attend a large university, a junior college, or an art school? How extensive shall his senior high school program be? To what extent shall he specialize in the field of his chief interest? Which of the foreign languages shall he elect, if any? Again, to take another illustration, the question often arises of participation in extracurricular activities. Shall Jim go out for football or run for the presidency of the student body? If he obtains the latter office, should he lighten his program and drop his paper route? With his parents he will consider whether

he needs most the money from his job, the physical and social values from his work on the squad, or the responsibilities of office. They may take counsel with members of the faculty—but the family will make the final decision.

The complexity of organization of a modern school makes interpretation to parents necessary. To many it is illuminating to learn that students study history through developmental problems and the use of many references rather than by learning lists of names and dates in one textbook. Even more astonishing to them is the point of view that social development often includes a youngster's right to learn by making mistakes. Furthermore, fathers and mothers are not fully aware of the extensive and intensive experiences offered now to their children. They should know that diversified schedules are available for such different students as these: the boy who profits most from work in the cabinet shop; the girl who plans to attend school for only part of each day because she is devoting her time to violin study; the boy whose activities are severely restricted by the condition of his heart; and the healthy, wholesome girl who knows what she likes and needs in subject fields, social life, and enriched living.

Perhaps more important but less understood is the need that the school interpret to the home the child as he appears among his fellows. His mother sees him at home among friends and relatives; teachers view him as he lives with his peers, among other students. Parents are in a position to make many valuable suggestions about their children. The student's progress in school may often be explained by his life outside of school—pressure of social engagements, home duties, hours of employment; the pursuit of hobbies; hours of rest, study habits, opportunities for privacy in a room of his own; concern over financial matters. Parents and teachers need to share their knowledge of the student's life, for the child-as-a-whole benefits in direct proportion to the degree to which home and school cooperate.

Living is a continuous and changing process: since the adolescent is a responsible person living in a democracy, guidance that is effective will, as far as possible, free him to invest his time, abilities, and interests to the end that he may make the most of himself and contribute to the betterment of society.

IDEALS are like stars; you will not succeed in touching them with your hands. But, like the seafaring man on the desert of waters, you choose them as your guides, and following them you will reach your destiny.

—CARL SCHURZ

For the Common Defense

ON APRIL 26, 1939, the White House Conference on Children in a Democracy, the fourth of a series of such conferences devoted to the nation's children, held its preliminary meeting to plan the agenda of the conference to be called in the early part of 1940. Many parent-teacher leaders were among the social and civic workers invited to confer with a view to securing insights into the needs of childhood and to establishing a common understanding as to the fundamental principles that should motivate and sustain our efforts to meet these needs. At this meeting, as well as at the group meetings which followed, the parent-teacher consultants took an active part in the deliberations. They accepted it as their responsibility to make the Conference recommendations known in their local communities, and to assist in making them effective.

Almost two years have passed since this responsibility was assumed, and it may be well to review what has been accomplished thus far. The first efforts to translate the purpose into action were made through the *National Parent-Teacher*, which in February 1940 initiated a series of articles to interpret the findings of the Conference in terms of parent-teacher interest and endeavor. Beginning with the article "Is Child Labor Vanquished?" by Philip Klein, research director of the Conference, the Magazine has published nine such articles to date. Each has dealt with one of the major topics considered by the Conference. These include economic security and aid to families, religion in the lives of children, conserving the health of children, social services for children, families and their dwellings, and the family as the threshold of democracy. Parents and teachers throughout the country are using the articles successfully in study and discussion groups, panels and forums. Copies of issues containing the discussions in this series are available at the usual price, and may be secured by writing to the *National Parent-Teacher*.

IN May 1940, the president of the National Congress of Parents and Teachers selected "The Child in His Community" as her three-year administration theme, and announced that it would be based upon the recommendations of the White House Conference. A pamphlet carrying the name of the theme sets forth the goals toward which the membership will strive in its genuine concern for the welfare of the child in the community which is his guardian. Copies of this pamphlet, "The Child in His Community," have been distributed to every state branch. Additional copies may be

secured from any state parent-teacher office.

The *National Congress Bulletin* has also been instrumental in following up the program of the Conference. Each *BULLETIN* carries a discussion of one of the goals outlined in "The Child in His Community." Special emphasis is given to clarifying the necessary steps involved in providing adequate health, education, protection, and economic security for every child. For it is clear that no effective follow-up activities are possible without a thorough grasp not only of what needs are to be met, but of the facilities and services which guarantee to children in a democracy the essentials for happiness and security.

THESE endeavors to call the attention of the American people to the needs of America's children have been continued and extended still further down into the states and into local communities. One has only to examine the programs of the state conventions, as well as bulletins and other publications of the state associations, to see how wide and how deep has been the influence of the recent White House Conference. It was more, far more, than a meeting of the minds of experts. It was a call to *action*, constructive action in the light of carefully surveyed community needs. It was, in short, what the country needed—a reminder and a warning that in each community, each region, there is a job to be done that will not do itself but can be accomplished only through earnest, intelligent, well-directed effort. Citizens' planning committees, formed for the express purpose of devising the means to meet these needs, are counting on the support of parent-teacher groups in every community; and parent-teacher groups in turn are finding invaluable the material provided by the Conference.

Joseph K. Folsom points out in this issue that many of the things which are now being done in the name of defense are things that would need to be done even if there were no threat of war. It is equally true that human welfare work begun before defense became a national concern has been a substantial contribution toward meeting the demands of the present emergency. Whatever is done to prepare children and youth for successful living in a democracy helps to maintain the American way of life, which is the way of freedom and peace. It is therefore in the name of the common defense that parent-teacher members are urged to continue their cooperative work, to the end that the United States may stand as an example of what a democracy can do to protect its children and youth.



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Challenging Frontiers in Child *Health*

A. GRAEME MITCHELL, M. D.

ACCORDING to my dictionary one definition of a frontier is "a barrier or defense." Now I will confess to you that while my dictionary is a good one it did not contain another description suitable to my title. Thus I was forced to evolve the definition that a frontier is "a distant border which if not defended will threaten the remainder of the country." For my purpose both of these definitions are necessary because together they indicate that a challenge exists and that we

had better accept it and defend our possessions, and none of our possessions is more important than the youth of our country.

With some semblance of order, therefore, the subject may be approached in this fashion. First, we may make clear what the background is—that is, what has already been accomplished in childhood health. Secondly, there may be stated the assets of the frontier and what may be added to childhood health when, if we accept the challenge, our resources are developed. Thirdly, there may be suggested the means of advancing to the frontier—an advance which is always difficult and usually slow. It must be evident that I am no facile columnist, but I shall hope not to labor as much over the presentation of the facts and suggestions to come as I have over the preface.

Accomplishments in Childhood Health

OBVIOUSLY we possess much acceptable knowledge today which is not being applied; thus we miss much in accomplishments, and many thousands of children are needlessly lost. Accomplishments may, however, be recounted. The infant mortality rate has been declining; death rates of infants under one year of age from diarrheal diseases, congenital debility, and epidemic or communicable diseases are lower than formerly; diseases such as whooping cough, diphtheria, measles, scarlet fever, tuberculosis, and pneumonia kill fewer of our children. Something has been learned of the necessity for proper mineral and vitamin intake as well as other phases of nutrition, and we know how to conquer rickets, scurvy, pellagra, and other nutritional diseases. Antiserums have been developed which save many lives. Rapid advance is occurring in the knowledge of chemical agents which are fatal to causative agents of certain diseases, and some diseases and infections which formerly were frequently fatal are thus successfully combated. All this is but a part of the increase registered in knowledge and accomplishments.

In the last decade we have become increasingly interested in—perhaps "conscious of" is a better expression—the problem of prevention of disease. No one need have tuberculosis, for it cannot be acquired unless there is exposure to it. No one should have typhoid fever, for he must swallow typhoid germs in order to develop the disease. And it is true of many other diseases that there must be exposure to their causative agents in order to acquire them. "This is somewhat theoretical," you say. True. There are indeed practical difficulties in this so-called civilization of ours which prevent isolation from and protection against the causes of many diseases. That is one

of the reasons why the search goes on for specific methods of prevention such as now obtain in the case of diphtheria and a few other diseases. And here is an example of the difference between knowledge and accomplishments. Almost one hundred per cent of children can be made immune to diphtheria by proper injection of diphtheria toxin or toxoid. Why then does diphtheria still occur and exact a toll of disease and death? Furthermore, it is not only in relation to physical disturbances that progress has been made. Certainly, too, there is an increased emphasis on mental hygiene or mental health, and while we have much to learn in this field also there is still sound knowledge which if applied would prevent both behavior difficulties and mental disease.

How have we made advance in knowledge and accomplishments on what the White House Conference on Children in a Democracy termed "the two fronts"—namely, the preservation of health and the treatment of disease? General preventive measures are of many kinds. Some are impersonal, such as control of water, milk and food supply, safe sewage disposal, and sanitary inspection; some are more personal, such as immunization and the maintenance of good nutrition. In the category of preventive procedures is health education through lectures, publications, school instruction, and routine health supervision. Even in the treatment of disease there is also the duty of protection of other persons, and quarantine and isolation may become necessary procedures.

Who has made it possible to prevent and cure disease and to spread knowledge and apply it? Investigators, doctors, nurses, hospital and health administrators, public health officials, and allied personnel have played a large and sometimes heroic part. Furthermore, public health measures, the hospital, the clinic, medical societies such as the American Medical Association and the American Academy of Pediatrics, and many private and public health agencies are part of the plan. It is obvious that there cannot be proper physical and mental health unless there are such other components of the plan as good housing, proper clothing, satisfactory food, happy family life, facilities for recreation and education, and so on.

The Frontier

DISCUSSION under this heading begins with a realization that I have allowed my pen to get ahead of my plan. Perhaps I may be excused by the desire to hurry to this challenging frontier, because I too am a parent and also a teacher—a teacher of those who are chronologically beyond childhood and even adolescence. It is my job to teach these adults about children and their health

and diseases. I want much more to be done for children than we are doing today, and I want it done for more children. Even that is understatement; I want, insofar as possible, optimum physical and mental health for children, which may be more than simply average health.

It is encouraging to find that some pioneers have already advanced to the frontier and are busily engaged in studies which will eventually tell us much concerning optimum health. Many of our standards of comparison are now only compilations of averages, but we would like to know what in height, weight, and physique constitutes the optimum. We would like to know what molding of instincts—or, as some of my psychiatrist friends would say, of "raw drives"—we must accomplish to keep the child an individual and yet fit him to function in the community, or, in other words, to be ethical. If only the community would itself find out what it should do, or at least stand still for a while, we would have a better chance to adjust the child to its vagaries.

We are, in fact, learning something about this optimum health. We are laboring mightily in the laboratory and in the clinic to discover and be able to set forth more accurately the nutritional needs of the growing child. We are training personnel to apply new knowledge as it is gained. We are educating the public to awareness of the problems and the individual to play his part in personal and community health.

When new knowledge is gained and unequiv-



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ocally proved to be good it should be applied. Of course I want the present knowledge to be used, and I shall therefore find it a duty to insist upon a number of procedures and techniques, among which are the following:

1. *Adequate and skilled prenatal, natal, and postnatal care.*
2. *Adequate food, well balanced in caloric value, fat, carbohydrate, protein, vitamins, and minerals, and adjusted to the age, weight, and activity of the individual child.*
3. *Adequate housing and clothing, healthy and happy and well-adjusted family and community environment.*
4. *Adequate facilities for education and recreation.*
5. *Application of specific preventive measures, such as those which will create immunity to smallpox and diphtheria, and, in certain indicated instances, to other diseases. (There are varying opinions as to procedure in applying certain of these preventive measures. Advice on this controversial subject is available from the American Academy of Pediatrics.)*
6. *Protection against tuberculosis by ascertaining the presence or absence of tuberculous infection, through the means of X-ray of the chest, of all persons in close contact with children, and by tuberculin testing and X-rays of the child's chest as indicated.*
7. *Periodic health examinations and supervision of health and development, both physical and mental, and health education.*
8. *Insistence on sanitary measures in the community, such as clean water and milk supply, adequate and properly built school-houses, proper recreational facilities, and the like.*
9. *Adequate care in home or hospital during illness, with the application of all acceptable and indicated modern knowledge and procedures in the diagnosis and treatment of disease by properly trained doctors, dentists, nurses, pharmacists, and other professional personnel.*

All these requirements are not too much to ask of our present knowledge if it is applied, and we can insist upon more when the visualized frontiers are approached—after which we shall be human enough to search for other frontiers. For my part I do not want any of this program to cease because the world is in a mess. Perhaps it would not be in its present difficulty if we had done all of these things for its children, and especially if we had taught its present dictators when they were younger the real meaning of ethics and had unobtrusively directed their childhood drives into proper channels.

The Means of Accomplishment

WHO IS to see that the child receives the care which has been outlined, if we concede it to be due him? I for one want the child to grow up within the framework of democracy. The White House Conference on Children in a Democracy states this well and holds the following to be the convictions of the American people: That democracy can flourish only as citizens have faith in the integrity of their fellow men and capacity to cooperate with them in advancing the ends of personal and social living; that such faith and such capacity can best be established in childhood and in the family circle; that even in infancy, and increasingly in later years, the welfare of the child depends not alone upon the care provided within the family, but also upon the safeguards and services provided by community, State, and Nation.

What shall we do with the families who cannot obtain from their own resources the optimum care for their children? Well, you should ask that question of someone better qualified to answer than I am. I want every family to do this job themselves; to do it willingly and with their own resources, and straining these resources to do it if necessary. That is not only their duty but their joy and privilege. But I want all children to have proper preventive and curative health service and medical care, and, therefore, within the realm of democratic procedure I want their families to be helped to this end through any available means of private philanthropy and community public health services. If that sounds like Utopia, remember that we are talking of frontiers and that we don't reach them quickly.

In the meantime, with our several abilities we must all help; some of us in the laboratory, some in the home, the hospital, and the clinic; some as physicians or nurses or public health officials, and above all, as parents. We must apply present knowledge and search for new knowledge. There is great need for continued research, for education, for constant care throughout infancy, childhood, and adult life, and for increased emphasis on family and community responsibility. And I don't want all this program to be taken too much for granted by the child. Perhaps I don't mean this exactly, but what I want is that somehow we teach the child, by example rather than by didactics, that he has something to give in return for this democratic attempt to help him, and that he is also a contributor to the community and not simply a demander of his so-called rights. We had better teach him this early because his later contacts in community and education may not do it too well. All of which means that in this matter, as in so many matters, "It's up to the parents."

Youth on Its Own

HELEN DAWE

WE HEAR a great deal today about "big business" and "crop control" and the part that the government plays in these matters. What I propose to discuss is the big business of growing up, and the part that parents play in controlling their crop of adolescent children.

You all probably have in mind a goal that you would like your children to reach; you have made plans for their future happiness and success. Permit me to suggest that the fundamental goal each child has to reach is that of becoming an adult—meaning a person who is capable of managing his own affairs. Eventually, then, each child is going to have to be completely emancipated from the necessity for home control.

It would seem fairly clear that parents cannot hand over this control suddenly. There is no magic date on which the child wakes up to find himself completely capable of running his affairs.

The process of learning to be on one's own must necessarily be a gradual one. As the child grows older he learns more, and thus becomes more independent. The parent, on his part, must gradually hand over more and more of his control.

While there is no one point at which the child suddenly becomes independent, there is a period at which the business of growing up comes to a head, as it were: that period so widely written and lectured about as the adolescent age. Now the child's activities extend further and further beyond the home and family circle; he is truly more capable, and as he begins to feel his power we may say that he begins to "feel his oats."

It is at this time that parents too often go to extremes. Either they do too much managing in their efforts to protect the child, or they give up in despair and let him run wild. As a result, many boys and girls either rebel against authority or let themselves be babied and remain incapable of making decisions.

No conscientious parent wants his child to have any of these unfortunate experiences. The question is, how to avoid such extremes. Times are changing. Standards have altered considerably. Often parents are confused about what is right and what is wrong. They think there are more dangers in the world now than there used to be, and in their desire to protect their children they sometimes go too far and become too dominating. Furthermore, there is a change in the pattern of family life. The home is not as independent a unit as it used to be. Outside agencies are exerting more pressure, and parents have more competition. On the other hand, since families are smaller nowadays than formerly, there is danger that children may receive too much attention and direction from their parents.

Adventures in Planning

LET US consider now some of the phases in which youth must learn to be on its own. First let



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us turn our attention to a fairly simple area, that of learning to use money wisely. It should be obvious that the best way to learn how to spend money efficiently is to have some real spending to do. The adolescent's allowance should be a real one, not a bit of small change to be used for movies and chewing gum. He needs to plan for the future, to figure what he is going to have to buy and how much he will have left for amusement after he has taken care of the necessities. No matter what the size of his allowance, it should be regular so that he knows just how much money he is to have, with no extras to be obtained by teasing and coaxing.

The adolescent should also have some share in planning the family expenditures. He needs to know the necessity for saving for a rainy day. The child who knows the size of the family income and the demands that must be met with that money, who appreciates the efforts that have gone into earning it, is not so apt to squander his allowance or to expect his parents to provide him with luxuries they cannot possibly afford. By learning about family finances he learns many things that he would not learn in the spending and management of his own allowance. Then when he is an adult he may be expected to know how to spend his own salary efficiently.

Choosing a Career

SUPPOSE WE turn our attention next to the problem of how the adolescent is going to earn money in the future; that is, to his vocation. It is hardly necessary to call to mind the unfortunate cases, all too frequent, of children who have been forced to enter a career, chosen autocratically by their parents, in which they are miserably unhappy and for which they are totally unsuited. They deserved something better, but they are just square pegs in round holes.

Often, I think, parents are a little frightened by the ideas the adolescent has for his future. In their desire to prevent what they are sure is to be an unfortunate career, parents sometimes insist that the child enter some line of work which they think suitable and sensible. Frequently the adolescent's idea is but a passing fancy and would soon be forgotten if no fuss were made about the matter. Opposition is very apt to make the child determined to do what he says he is going to do.

The parent, however, cannot leave the choice of a career entirely to the adolescent. It is too much to expect him to choose a career without adequate information. He needs advice. The parent can be most helpful if he provides the child with facts upon which to make a decision, tells him how to find out the advantages and disadvantages of a certain occupation, and how to find

out what sort of preparation is necessary. With a background of such information and guidance, the adolescent should be able to make his decision "on his own" and to make it wisely.

Adventures in Thinking

AS A third phase of the youth-on-its-own problem, let us consider the expression of ideas and opinions. Children of today are more free to express themselves than were those of the generation preceding. Indeed, one of the most important aims of our education is to train children to think wisely and critically. And so while parents cannot but be troubled when their children begin preaching "communism" or "free love" or some other doctrine which they have recently discovered, they should not be too disturbed. The youth is seldom as violent about his subject as he sounds, and he needs to clarify his own needs by expressing them.

In this area the adolescent needs to be treated with the courtesy and respect one would give a friend who was discussing his opinions. If the child's ideas seem ridiculous, the parent can wisely point out flaws in the argument rather than ridicule the child. If the parent disagrees with the child, he should argue the pros and cons matter-of-factly, showing him other sides of the question and perhaps giving him information he did not possess. We must realize how many agencies such as the newspaper, the radio, and the movies exert pressure upon us all. The adolescent is rather easily influenced by propaganda, and it is necessary for parents to help him to think critically, to distinguish the good from the bad. The adolescent needs the benefit of adult opinion, based as it is upon wider experience. If the parent ridicules the child, contradicts him flatly, or allows no discussion of controversial issues, he is failing in his responsibility to teach the child how to think wisely.

These Leisure Hours

FINALLY we come to what is probably the most troublesome area of all, that of the adolescent's leisure activities and interests. It is here that it seems most difficult for parents to begin to lessen their control. Often it is here that the parent is the most dominating, and here that the adolescent demands the most freedom.

First of all, we must realize that it is entirely normal for the adolescent's interests and activities to widen and spread out further from the home and family circle than ever before. I certainly do not mean that the family drops out as a center, for doing some things together with all the members of the family should provide some of the child's happiest experiences. It is, however, natural and desirable for the adolescent to want to do

things with people of his own age. Parents should have interests of their own, too. Recently I stopped in to visit a friend of mine and found her mother sitting in the dark—in tears. I thought surely some serious misfortune had happened; but no, she was crying just because her baby (a seventeen-year-old one) was away for the week end. It was the first time she had ever been away overnight, and the mother didn't see how she could stand being left alone.

Most parents do not want to deprive their children of the privilege of doing things with friends their own age, but sometimes they do object to the friends the child chooses for himself. In such cases the best thing they can do is to see that the child has real opportunity to meet other young people. If they object to some friend, they should tell their child why. They should be perfectly frank, and give the real reasons. Children cannot be expected to be too critical, and they often need help in learning to see why some contacts may be undesirable. To forbid the child to associate with another person, without fully explaining why, only seems to drive him to rebel.

Pitfalls to Avoid

IT IS with regard to adolescent freedom in leisure time activities that I think we find the greatest source of conflict between adult and youth. The adolescent thinks that he is old enough to decide what he wants to do, where he wants to go, and when. Parents, on the other hand, usually feel that this is where the child knows the least, and hence needs the most control.

We need to remind ourselves again and again that customs change as time goes on, and that children today are living under conditions different from those encountered by the children of one or two generations ago. For instance, social functions start later in the evening than they used to; hence the word "late" must be redefined. Once upon a time it would have been shameful for a group of boys and girls to go skating on Saturday afternoon without a chaperon. This is no longer true, and that fact should be recognized. Parents have to make some adjustments in their way of looking at situations; they cannot insist that their

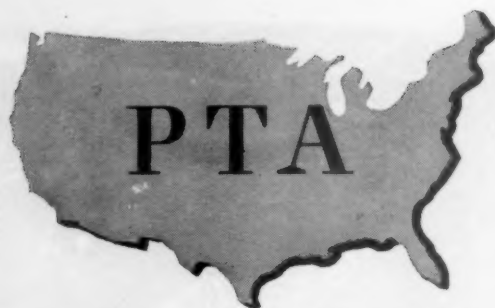


children live according to the regulations that were followed in grandmother's day.

On the other hand, the parent who provides no guidance is certainly neglecting his duty and exposing his child to the danger of unfortunate experiences. Some rules and regulations there must be, for adolescents are not mature enough to get along entirely without the benefit of adult wisdom and experience. And while times have changed in some ways, there are many things that have not changed one bit. For example, a growing child still needs plenty of sleep and proper nourishment; an individual is still known by the company he keeps; it is still true that one reaps what he has sown; and there are still ideals of right and of truth by which conduct is judged and guided.

Parents need have no fear that their children will fail to follow the right standards, if they see to it that youth's problems are discussed calmly and reasonably as together they work out the rules and regulations for the game of life.

To sum up: the process of learning how to be on one's own must be a gradual one. It is the parents' responsibility to see that children are properly prepared for adult living. They can prepare the child best by giving him the benefit of their experience and knowledge. This must be done not by babying the child, not by telling him exactly what he should and should not do, but by letting the child see that the parent is ready and willing to cooperate with him, ready to give advice, to discuss all sides of a problem with him. Youth cannot be on its own without preparation and guidance. The parent's role, then, is not that of a dictator, but that of an adviser.



Frontiers

Opportunity for Spiritual Growth. Again and again in recorded history it has happened that nations holding world power in one generation have become decadent in the next because of their neglect of the spiritual and moral forces that underwrite the character of any great people. The realization of this fact on the part of some of the leaders of the Oklahoma Congress of Parents and Teachers has led the Congress to introduce into its plan of organization the Committee of Religious Appreciation. The introduction of this committee, made in the fall of 1939, has proved to be the answer to a long-felt need.

The name "Religious Appreciation" was applied to this committee in the light of the growing world tendency toward the arrayal of one religious group against another which has brought about grim persecution of certain minority groups in many countries. Our leaders felt that one way such persecutions could be prevented from happening in this America of ours was to employ the great democracy of our parent-teacher associations to deepen the appreciation of one religious group for the motivating spiritual quality of another.

In too many instances, it was felt, leaders of associations had been altogether too timid, because of the nonsectarian clause in our policies, about the injection of spiritual quality into their programs. Many had failed to realize how very much the three major religious groups hold in common—that God is God to the Catholic, the non-Catholic Christian, and the Jew alike, that the soul-hungerings of all these groups differ very little, and that expressions of praise and prayer can be made to fit all creeds and all theologies with help and inspiration to all and with offense to none.

CONSEQUENTLY, each monthly bulletin of the Oklahoma Congress, since the introduction of this committee, has contained a short article suggestive of some spiritual inspiration that may be brought to the association. Some articles, written by the chairman of the committee, have dealt with the need for appreciation of and tolerance toward differing religious faiths. Some have contained

prayers that might be used in opening a meeting. Some have offered poetic expressions of praise and appreciation of seasonal beauties. Some have emphasized spiritual verities that make personalities great. Each article has been motivated by the desire to lift to sublimer thinking those who might be content to dwell on a plane of mediocrity. When a new consciousness of spiritual beauty has been left with the maker of a home or with the teacher of children, the parent-teacher association has secured one of the most satisfying results it can ever expect to enjoy.

THE OKLAHOMA CONGRESS of Parents and Teachers is satisfied that it is making a very practical contribution to the members of the local associations in emphasizing, in this very beautiful way, the need for religious appreciation and for individual spiritual growth. Whether we worship in a church, a cathedral, or a synagogue, we are made in the likeness of God, and the parent-teacher association is really helping to make our American democracy work when it contributes to the broadening and the sweetening of fellowship among our differing religious groups in America.

—WILLIE LEE STAPP



In Tune With the Times. The old adage "Tall oaks from little acorns grow" is interestingly and beautifully exemplified by the music project of Portland Council. From a limited and temporary amusement it has become a city-wide serious educational movement.

Since it was and still is largely a choral project, early efforts were concentrated upon increasing the number of choruses, which now total over thirty, most of which are partly or wholly self-supporting. Funds come from fees levied upon chorus members, from silver teas, entertainments, and sometimes from a small allowance granted by the local P.T.A. The difficult problem of securing competent directors for so many choruses for a necessarily small stipend is in some instances solved by several choruses' engaging the same di-

rector. This proves a distinct advantage when we give our annual song Festival, for it makes possible a shorter and more effective program through the use of ensembles of two or more groups.

The choruses, for the most part, accept all comers, which means that most of the singers have had no private voice training and read music but little. The music they sing must therefore be simple. One of our main endeavors has been to encourage the choice of really good music, leading on to increasingly difficult selections.

At the same time we have attempted to set a goal for membership in the singing groups. The result is a constantly increasing enrollment (this year, by over one hundred), bringing our present total to more than five hundred.

AN OUTSTANDING feature of our Spring Festival is now an ensemble of all choruses. In their own rehearsals, each chorus learns the words and music of two songs. Shortly before the Festival, the combined groups have five intensive rehearsals for interpretation and "polish." This ensemble is most enthusiastically received by choruses and public alike.

This year the "Crescendo Club" was organized—a group chosen by tryout for reading and good choral voice quality from P.T.A. choruses all over the city. This club rehearses weekly, receives real choral training, and attempts more ambitious music than is possible with the average local chorus. It appeared publicly for the first time at this year's Festival.

But our music project has gone further than chorus work. A small community songbook has been compiled and printed for use in council and local meetings, and two thousand copies have been sold. Also, in cooperation with the Portland Music Teachers' Association, lectures and discussions on music appreciation for both school and pre-school children have been made available to any locals desiring to take advantage of such a service.

—JUANITA KILBOURN CLAUSS



A Vacation Project That Works. "The family that plays together, stays together"—a philosophy that has spread throughout the nation—has been adopted by the Tenth District of the California Congress of Parents and Teachers, which for six consecutive years has conducted an outing for its members' families and their friends, at Camp Radford in the San Bernadino Mountains of Southern California.

Camp Radford is a municipal recreation camp

located ninety miles from Los Angeles, high amid the pine-clad ranges at an altitude of six thousand feet. Reached by a fine road which takes one through a variety of typical California scenery, the camp is located on the southern slope of a tall ridge which faces majestic San Gorgonio, the highest mountain in the Southland. It is owned and maintained by the Department of Playgrounds and Recreation of the City of Los Angeles, and rented out to various nonprofit organizations. The management operates only the physical facilities of the camp, each organization being responsible for the feeding, entertainment, and general well-being of its guests.

REALIZING that the average family cannot afford an outing together at commercial resorts, the parent-teacher organization, by wise and careful planning and equal division of the cost, is able to offer such a vacation to families at unbelievably small expense. The food, which is excellent, is prepared and served by the cafeteria service of the Los Angeles public schools. A completely equipped kitchen and a dining room large enough to accommodate three hundred people help make mealtime something to look forward to.

A large rustic lodge, the scene of many an evening's entertainment, forms the center of the camp. Besides an auditorium of considerable size, the lodge contains living quarters for a number of people, the office, storerooms, game room, first-aid room, and library—and a model book collection is transported from our district office to keep the guests supplied with good reading matter. Most families prefer living in the cabins under the great pines and oak trees. These cabins, equipped with running water and electricity, can accommodate up to sixteen people. They contain cots and mattresses, each guest providing his own bedding, towels, and whatever supplies will make the stay more comfortable.

A fine large swimming pool with a lifeguard on duty at all times is one of the high spots of camp activities. A play field with equipment for all kinds of games—volley ball, badminton, horseshoes, baseball—is never empty. But you may do just as much or as little as you please at Camp Radford, for this is the ideal vacation.

A stable near by provides a daily pleasure which many are unable to pursue at home but which Radford's low rates make possible. There are many beautiful mountain trails, and the riding list is always the first one filled. The most popular game in camp, one which can be enjoyed by the whole family, is "tin can golf," originated by the manager. Combining features of golf and croquet, but peculiar unto itself, tin can golf calls for good hu-

mor rather than skill. Tournaments in this and other sports are held every week, and each victor is presented with a cup as unique as Camp Radford itself.

Perhaps the pleasantest memories one takes home from camp are the nights of fun. There are stunt nights in which everyone, even the smallest child, takes part, and where ingenuity manifests itself in some amazing costumes conjured from highly original sources. There are campfires beneath the stars, where songs and stories are acclaimed with warm appreciation; moonlight hikes, treasure hunts, and the unforgettable "snipe hunt." All these occasions are part of a program planned by the director of camps of the city playground department, who acts as recreation director for the parent-teacher outing.

THE POPULARITY of the project is confirmed by the fact that the same people return year after year, and the camp is always filled to capacity. This past summer twenty-five schools from our district were represented, as well as the districts of Pasadena and Santa Monica. The ages of the campers ranged from seventy years to eight months! There is not space enough to tell of all the beauties of camp—the lovely stream, pungent with watercress, that flows in front of the lodge; the birds and the stately pines; the tame deer that visit the cabins. No matter where they go, no matter how much they spend, a family can scarcely enjoy a better vacation than is offered at Camp Radford.

—RUTH STRONG



How Healthy Is Your Community? Perhaps no civic organization is more intimately related by its very nature to the health problems of a community than is the parent-teacher association. From the prenatal period throughout school life, a child's individual health is so closely bound up with that of the community—for example, the opportunities for safe food and drink, and protection against diseases—that his welfare can scarcely be considered apart from that of the whole community.

Putting into practice this inherently close relationship between parent-teacher activities and public health, 94 parent-teacher associations in Connecticut last year took part in a survey of community health facilities throughout the state. The state Health chairman and the chairman of the committee on community health of the state congress, in cooperation with the Connecticut Department of Public Health, issued questionnaires

to local groups with the twofold aim of (1) leading members to become more familiar with community health problems and the way in which public health is administered, and (2) through this knowledge to stimulate active interest in community health conditions.

THE QUESTIONNAIRE covered such topics as community health facilities, vital statistics (infant mortality, deaths of mothers from causes related to child-bearing, deaths from tuberculosis and other preventable diseases), immunization of school children, school lunches, community health education, and degree of cooperation between public health officials and P.T.A. groups and other civic groups. A committee was appointed in each association answering the questionnaire, to make a study of local conditions indicated and report its findings to the group, which in turn devoted one meeting to the discussion of these findings.

A summary of replies to the questionnaire was then made and included in the 1940 Year Book of the Connecticut Congress. Highlights of this summary were:

The report showed a real interest in and knowledge of local health activities, particularly those relating to the health of children. A need, however, for greater coordination of health service by health and school authorities was indicated.

A large majority answered questions on immunization against diphtheria, and on vaccination against smallpox. Fewer answered questions on tuberculin-testing. This may indicate that tuberculin-testing has not yet become universal.

Thirty-four per cent of the returns stated that there was a school lunch plan. The report showed that the majority of school lunchrooms are run by paid employees, with parent-teacher groups handling the next largest group, and teachers or home economics supervisors the third.

Only 50 per cent showed that the health officer had been approached for health talks at parent-teacher associations. This seemed to indicate that more effort is needed in most communities to provide frequent discussions on health.

THROUGH THIS cooperative enterprise the state health department received much valuable information on local conditions and attitudes, and the parent-teacher associations were brought into closer contact with state and community health administration. They were also given an opportunity to assess their own knowledge of and participation in the health activities of their communities.

—MARY S. THOMPSON

In Aid of Education. In 1936 the Illinois Congress started its scholarship program, devoted to assisting students and teachers in the state to obtain college or university educations or additional teacher training. The annual Illinois Congress of Parents and Teachers Scholarship was created through a \$400 grant, taken from the general fund, to be awarded each year at the University of Illinois.

Because this is a state organization interested in education, many members felt that scholarships should also be offered through the state teachers' colleges in Illinois, and consequently the Illinois Congress Scholarship Fund was also created. When this fund, an accumulating fund derived from voluntary contributions from local units and individual members, reaches \$200, a scholarship for that amount is awarded at one of the teachers' colleges in Illinois. To date, each of the six teachers' colleges in the state has received one of these \$200 scholarships.

Last June a new type of scholarship was created by action of the board of managers, through an order to divide the current \$200 into five scholarships of \$40 each, to be used for summer sessions in the teachers' colleges. These scholarships are to be presented to teachers in rural schools where there is a parent-teacher association in membership with the Congress.

To be eligible for any Illinois Congress scholar-

ship, a student or teacher must meet the following requirements: high scholastic standing, character, good health (not necessarily perfect but such as would give promise of effective work), status as graduate of an accredited high school or teacher in a rural school which has a parent-teacher association in membership with the Congress. Furthermore, the recipient must be without the means to complete the desired training.

THE ILLINOIS CONGRESS also maintains two emergency loan funds at the University of Illinois, the Verne Hall Detweiler Memorial Loan Fund and the Cora C. Bright Memorial Loan Fund, both derived from contributions given in memory of these two former state presidents. Any student may borrow from these funds small sums ranging from \$10 to \$30, provided he can show a definite need for an emergency loan and has an average or better scholastic record. There is no interest charge, but loans must be repaid during the school year.

Applications for all Illinois Congress scholarships and loans are made by students or teachers directly to the colleges which have been given the power to award and administer them, through their scholarship committees. Such committees are expected to observe the requirements of eligibility set up by the Illinois Congress board of managers.

—GRACE B. HAHN



PARENT-TEACHER RADIO FORUM FOR 1941

Theme: *Citizens All*

Topics for Discussion

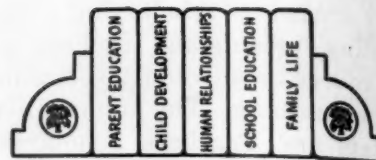
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| Jan. 6— <i>Youth in a Confused World</i> | Feb. 17— <i>What Is the Brotherhood of Man?</i> |
| Jan. 13— <i>Is Youth Prepared for Family Life?</i> | Feb. 24— <i>A 24-Hour Community</i> |
| Jan. 20— <i>There Are No Outsiders in Education</i> | Mar. 3— <i>Youth Needs Opportunity Now</i> |
| Jan. 27— <i>New Frontiers for Community Life</i> | Mar. 10— <i>The Things Men Live For</i> |
| Feb. 3— <i>Growing in Spiritual Stature</i> | Mar. 17— <i>Is This a Land of Plenty?</i> |
| Feb. 10— <i>Before the Three R's</i> | Mar. 24— <i>Safety: For What and from What?</i> |
| Mar. 31— <i>We, the Government</i> | |

The program will be broadcast each Monday beginning January 6 and ending March 31 over NBC Red Network.

TIME: 6:00 to 6:15 P.M. Eastern Standard Time

Rebroadcast on Tuesdays from 4:30 to 4:45 P.M. Central Standard Time over station WENR, Chicago, for Chicago area.

BOOKS *in Review*



APRIL'S KITTENS. By *Clare Newberry*. New York: Harper. 1940. \$1.75.

THEY WERE STRONG AND GOOD. By *Robert Lawson*. New York: Viking. 1940. \$1.50.

THE WHITE ISLE. By *Caroline Dale Snedeker*. New York: Doubleday, Doran. 1940. \$2.00.

HERE ARE three books, one for each of the three great age-levels of young readers: picture-book age, the time somewhere around ten, and the years of going to high school. Of course they aren't guaranteed to please everyone—no one book could—but each one certainly pleases me, and I feel sure will prove a good investment for a family.

April's Kittens, by Clare Newberry for the first age, is even better than her famous *Mittens*, because the pictures are just as good and there are more kittens. He was but one; this family numbers three—and this causes a real story with one of the major problems of childhood. Yes, I mean that: conflicting loyalties involve major problems at any time of life, and a little child who must choose between a fascinating new kitten and a beloved old cat will find himself facing a serious decision.

This little girl's family lives in what they call "a one-cat apartment"; everyone recognizes what that is. We used to say it was "not room to swing a cat," but nobody wanted to swing this one; she was a dear friend, companion of the little girl's play. Then she had three enchanting kittens: here they are, each one more charming than the other. Two were given away. Then came the test: should they keep the good little mother or the new baby? I am glad to say the matter was settled by the family's moving into a larger place: a one-cat apartment really isn't big enough for a child to grow up in. But before that takes place the child's loyalty is tested and stands the strain. And such pictures! You can fairly stroke the fur.

FOR THE second group, I suggest *They Were Strong and Good*, by Robert Lawson. He is, as you know, a celebrated illustrator, but this time he wrote the book as well, out of his own family history. Nothing else is quite like it. He takes his grandparents on both sides and tells who they were, where they came from, and how they met

and married; all this in very few words, and a picture for just about every paragraph—large drawings, spirited and accurate in costume and scenery details. Then come his father and mother. Six Americans coming from all over the world, fighting on both sides in the Civil War—he can say of them: "They were strong and good," and give you in these few words the reason why. The first result of the book is to set one remembering something in his own family history; not a historical event, but something that happened to one's grandfather or to one's mother, that you remember hearing them tell when you were little. I, for instance, recalled how my mother described to me—and I would ask her to do so once more even when she was eighty years old—how she was sitting with her feet in the kitchen oven in Vermont one cold evening, when the door of the house where she was visiting opened and a young man stood on the threshold. He looked at her and said to himself, "There's the girl I love," and three days later he told her so and she told him she had said to herself, "There's the man I love," and never for one moment after did either of them stop loving just like that, even when one of them had gone to Heaven. See how this book makes you remember? It is beautiful; like its subject, it is strong and good.

THE NEXT book comes between half-grown and grown-up age and will be enjoyed by either if the reader has the least interest in historical fiction. *The White Isle*, by Caroline Dale Snedeker, begins in Rome in the first century A.D., where the young daughter of a patrician family is nerving herself to make a purely political marriage with a youth whose father is in favor with the Emperor while hers is not. Literally at the altar, the young man backs out; the girl is vastly relieved, but the disgraced family is glad to get away to the faraway island of Britain where her father is to be sent as military governor. Their long, dangerous journey seems as near to us as those in our own covered wagons; to a boy or girl who has had to read *The Gallic Wars* in Latin class, names and places suddenly take on new life and brightness. But the fascination is strongest when the cavalcade reaches the Channel, braves a crossing quite as

rough as it is now and with no such steady boats to meet it, sights the white cliffs of Britain. I have crossed England on the Roman Wall (all but a bit to the westward), I have trailed Roman remains through Colchester and Bath, and watched men carefully uncovering a splendid Roman villa on the outskirts of Dorchester, Thomas Hardy's town. So I do not speak without reason when I say that the archaeology in the story is sound—but it is not as archaeology that it comes to you. The young heroine has arrived in a new country, the White Isle, and there is about everything she sees the glamour of a new world. Above all, there is the light of a new faith. For in Britain the girl comes to know quiet, gentle people whose supper she attends and whose company she joins. You will seldom find a better picture of the beginnings of Christianity in Britain; one has a strange sense of sharing with these early Christians a tremendous new enlightenment. Yet it is a story, as I said, that almost any young person will read just for the story.

* * *

For young people a trifle older my choice is *Without Valour*, by Laura Long (Longmans, \$2.00), a junior novel of marked power. It brings home to us an aspect of our Civil War seldom encountered even in adult fiction: the Copperhead activities in the Middle West and North. As said in the beginning, "Conflicting loyalties always involve major problems at any time of life."

—MAY LAMBERTON BECKER
Children's Book Review Editor
New York Herald Tribune

EXCERPTS FROM A MENTAL HYGIENE READER. By Stella Coffman and Douglass W. Orr, M.D. Bulletin of The Menninger Clinic, Topeka, Kansas. January, 1940. Fifty cents.

EXCERPTS ten and one-half pages long represent in part a preliminary report of a book of similar real stories which the authors have in mind. This report deals essentially with problems of aggression, and probably does not represent an adequate sampling of the book. Nevertheless, it provides an enjoyable foretaste of mental nourishment that has a real bite in it.

Considering children to be capable of insight regarding behavior motivation, the writers organized a "mental hygiene class" in the Southard School. This class consisted of children (ages seven to fifteen) engaged in group discussion of their own inter-personal relations. The authors report six of the class meetings and offer psychiatric comment regarding them. Problems of conflict within the class were discussed by the children, the discussion being notably free from adult interference.

The main value of the work would seem to lie in a possible stimulation of observation of children by those of us who are teachers or parents or both, such observation to be characterized by a sympathetic understanding of child life. Certainly there is much more to be learned from children than one might ordinarily realize. Teachers and parents need more everyday examples of how people behave. We would do well to follow the "excerpts" examples of working *with* children and not *at* them. What value mental hygiene classes for children might have for the child is yet mostly untried.

This work represents a sober, strong, genuine effort, and is pleasantly lacking in personal feeling. The field of mental hygiene has a great need for more of its kind. The point of view of the authors appears to be wholesome and unafraid. One finishes the article with the rare but satisfying feeling that the authors are not running away from the opposite of their point of view.

—JOHN M. DORSEY, Psychiatrist
Detroit, Michigan

"Piper, sit thee down and write
In a book that all may read."
So he vanish'd from my sight;
And I plucked a hollow reed,

And I made a rural pen,
And I stained the water clear,
And I wrote my happy songs
Every child may joy to hear.

—WILLIAM BLAKE

Around the Editor's Table

THE DAY the December issue went to press, a booklet arrived from the National Recreation Association bearing the title "Singing America." This songbook evoked a warm response—especially so since the article "All American" was still fresh in mind. Parents and teachers who read Dr. Kingdon's article will remember his emphasis upon knowing our neighbors. How better to know a people than by their music? In this booklet will be found 120 songs and choruses gathered by Augustus D. Zanzig from the folkways of every one of the nations and races which make up the New World. The songs of Stephen Foster, songs of Canada, songs of Central and South America, well-loved Negro spirituals—you will find them here arranged for singing in homes, recreation centers and schools. Copies of "Singing America" are available at twenty-five cents each from the National Recreation Association.



FIGHT Infantile Paralysis" drives have been conducted annually for the last seven years by the Committee for the Celebration of the President's Birthday. This is the organization which, founded by the President in 1933, originally raised funds for the Georgia Warm Springs Foundation but has grown in scope and activity until, in 1938, the National Foundation for Infantile Paralysis was formed, as a permanent nationwide group to co-ordinate research, education, and emergency aid in connection with this disease. There are now more than one thousand local chapters of the Foundation, which receive fifty per cent of the monies raised in the community to handle local needs. The other fifty per cent goes to the National Headquarters of the Foundation in New York City for its program of research, education, and emergency aid.

The question of child health is one which stirs the heart of every parent-teacher member, and any effort to protect children from infantile paralysis is of major importance. The fight against this dreaded and steadily increasing disease, which is not confined to young children, is a step forward in making better citizens, healthier in body and mind.



TWO MEETINGS of nationwide interest were held last month in Chicago: a regional conference on tolerance through education, sponsored by the Council Against Intolerance in America, and the thirtieth annual meeting of the National Council of Teachers of English. The first was marked by such outstanding civic figures as Donald DuShane, Malcolm S. MacLean, James Waterman Wise, and Charlotte Carr; the second by such eminent

writers as Louis Bromfield, Mark Van Doren, and Mortimer J. Adler.

The similarity of these groups is an interesting one. Both are engaged in the kind of effort that leads to a fellowship of understanding among the peoples of the earth. No one can doubt the power of literature to encourage such understanding by recording the best thoughts and desires of men everywhere. But this question arises: To what extent is that potential influence being exerted by writers who possess the gift of effective expression? There is a wealth of modern literature dealing with the humanitarian aspects of the social problem. It is to be hoped that when tomorrow has set down the record of today, it may be said that our writers viewed the world with clear eyes, gave it a cool appraisal and did not falter in their allegiance to the ideals of truth and beauty.



GUIDEPOSTS for Rural Youth, a study prepared for the American Youth Commission by E. L. Kilpatrick, has just been released. This book is filled with valuable material for various social and service clubs and agencies, and individuals in the local community who wish to increase the opportunities for rural youth to find both employment and enjoyment.



A REGIONAL MEETING of the Traffic Safety Project of the National Congress of Parents and Teachers was held in Chicago, December 11 and 12. The number of automobile accidents occurring annually is large; but, surprisingly enough, the number of fatal accidents in the home is only slightly less than the number of persons killed by automobile. A letter recently received relates this tragic incident:

"Last August a nephew of mine, thirteen years of age, was sent by his mother for some gasoline to clean the waxed floor in their kitchen (gasoline was recommended to the mother over the telephone by the local hardware store). My nephew started to clean the floor, not remembering that the pilot light was lit on the hot-water heater in the kitchen. The gasoline exploded and the boy was enveloped in flame; four days later he died, after much suffering. This tragedy leads me to write this letter to you, thinking that if your magazine gave this some space, it would be seen by other parents and teachers and perhaps inspire them to prevent this kind of tragedy."

PARENT-TEACHER STUDY COURSE OUTLINES

Study courses directed by ADA HART ARLITT

THIS WORLD OF OURS—

A CITIZENSHIP study course for parents, teachers, and all other adults who want a closer acquaintanceship with the world they live in, an acquaintanceship which will enable them to share their knowledge with youth and assume together the full responsibilities of democratic citizenship.

Article: SHIPS THAT SAIL THE SEA—By Rear Admiral Emory S. Land, U.S.N. (Retired) (See Page 17)

I. Pertinent Points

1. Not even as powerful and rich a country as the United States "could march through history alone and insulated from outside influences." For economic and cultural health the United States depends upon outside contacts just as do the smaller, poorer European principalities.
2. Ships and trained men are necessary if the United States is to keep her place in world commerce and her contact with world culture. This is important not only for good economic status but for the development of citizens who can function in a world as closely knit as ours is today.
3. The Merchant Marine Act of 1936 included vocational education as a significant part of its program. Provision for such training as this contributes greatly to America's present defense situation.

II. Questions to Promote Discussion

1. How can a knowledge of the American merchant marine and its functions help in training children for citizenship?
2. Discuss some ways in which the United States is dependent on other nations for its economic development.
3. What part can parent-teacher associations play in developing a better understanding of world economic problems?
4. How far should a knowledge of other world cultures and the economic problems of other nations be a part of the monthly curriculum of parent-teacher groups?

References:

1. William H. Clark. *Ships and Sailors: The Story of Our Merchant Marine*. Boston: L. C. Page. 1938.
2. *Cadetships in the Merchant Marine of the United States*. U. S. Maritime Commission, Washington, D. C.

BEGINNINGS WITH CHILDREN—

A PRESCHOOL study course for parents and teachers who believe that the early years are very important ones in the child's life and hence must be wisely guided. It will suggest practical techniques and methods which contribute to a deeper and more intimate insight into child life.

Article: THE MAJOR MYSTERIES OF LIFE—By Paul A. Witty (See Page 11)

I. Pertinent Points

1. A major function of education is the development of well-adjusted, socially effective personalities. The emphasis throughout the child's educational life should be on this function rather than on the acquisition of facts.
2. Language is the child's point of contact with the outside world. His progress in mental development depends upon a full vocabulary and thorough training in the use and meaning of words.
3. In the use of language and in all other social contacts children must be given a sense of security. On this sense of security depends their ability to attempt new tasks and to overcome obstacles.

II. Questions to Promote Discussion

1. How is mental health related to language development?
2. In what ways can language development be aided in young children?
3. When and where do questions appear, and what is their purpose in child development?
4. How far does language play a part in the development of spiritual values?

References:

1. Dorothy W. Baruch. *Parents and Children Go to School*. Chicago: Scott-Foresman. 1939.
2. *Mental Hygiene in Modern Education*. Edited by Witty and Skinner. New York: Farrar and Rinehart. 1939.
3. Ada Hart Arlitt. *The Child from One to Twelve*. New York: McGraw-Hill. 1931.

CONCERNING THIS ISSUE

Content

THIS issue explores some of the challenging frontiers yet to be conquered by parents and teachers who pioneer on two fronts: One, the preservation of the nation's most precious heritage—its democratic way of life; two, the conservation of the nation's most precious resource—its rising generation of children and youth.

The opening article examines the American picture in its modern setting, points out the current issues which affect the present defense policy, and challenges the American people to action looking toward the promotion of real democracy in everyday living. Challenging inquiry into the problem of weaving rural life into the fabric of an industrial society is made in the second article, with special emphasis upon the promises and prospects of rural ideas and patterns for living. The problem of exploring the major mysteries of life is raised in many new ways in the third article, the most significant of which is found in the early and continuous development of language skills upon which depends an understanding of life. The fourth article, a part of a study course series which challenges the people to a greater awareness of the world today and America's place within it, gives an account of our merchant marine and its influence upon our economic and cultural relationship with the rest of the world.

Other articles similarly point out the responsibility of parents and teachers to clear what still remains of wilderness in the areas affecting the welfare, security, and happiness of our children. Areas sharply defined in these articles include childhood health to equip *all* who are young today with healthy minds and bodies; vocational guidance to bridge the gap between school and society; and education for effective citizenship to erect those ramparts which guard American democracy from forces more dread than our pioneer forefathers faced.

This issue, then, is concerned with challenging frontiers differing from those of a century ago. Man, by his purpose, will and strength, conquered mountains and rivers and forests; but even more difficult to conquer are today's social frontiers. This is a task for parents and teachers interested in awakening public opinion to the need for social planning in the fertile fields of human welfare, fields deeply rooted in the parent-teacher movement.



Contributors

JOSEPH K. FOLSOM is professor of sociology at Vassar College and chairman of the National Council of Parent Education. Prominent for a number of years as writer and lecturer, Dr. Folsom is known personally or by reputation to hundreds of parents and teachers interested in the problems of the family.

WM. MCKINLEY ROBINSON is director of rural service at Kalamazoo, Michigan, and chairman of the committee on Rural Education of the National Congress of Parents and Teachers. His numerous articles and pamphlets reflect a depth of feeling for rural America and a rich background of practical work in rural areas. Dr. Robinson contributes generously of his time and energy to public welfare organizations.

A. GRAEME MITCHELL is professor of pediatrics at the University of Cincinnati and director of the Children's Hospital Foundation. Dr. Mitchell's forceful influence in the field of child health was felt at the 1940 White House Conference which he served as a member of the Report Committee.

MARION BROWN, director of adolescent study and vice-principal in charge of guidance at the University High School at Oakland, California, is known for her courageous and much-needed work in the field of vocational guidance. Magazines and periodicals have published many articles from Dr. Brown's pen.

PAUL WITTY directs the Psycho-Educational Clinic at Northwestern University and conducts various programs of research in the public schools. Outstanding in his nationally recognized work are studies in recreation and play activities as well as studies in the language arts.

HELEN DAWE is a specialist in the field of education for young children, and is identified in numerous ways with the work of this particular field. She teaches child development at Iowa State College and gathers her knowledge from first-hand experience with children from infancy to adolescence.

A retired Rear Admiral in the United States Navy, **EMORY S. LAND** has been actively interested in maritime problems for over 50 years, as commanding midshipman, naval instructor; as assistant chief of the Bureau of Aeronautics and chief of the Bureau of Construction and Repair. Today, he still carries on as chairman of the Maritime Commission.

The editorial is by a distinguished social worker, **EDITH ABBOTT**, dean of the School of Social Service Administration, University of Chicago.

The following parent-teacher leaders and their co-workers are responsible for the material in this month's "P.T.A. Frontiers": Mrs. Clifford F. Thompson, president, Connecticut Parent-Teacher Association; Mrs. E. K. Strong, president, California Congress, and Mrs. Edwin J. Strong, president, Tenth District; Mrs. Carl H. Stapp, office secretary, and Mrs. George E. Calvert, junior past president, Oklahoma Congress; Mrs. Paul H. Hahn, chairman Student Aid and Scholarship, and Mrs. F. Russell Lyon, president, Illinois Congress; Mrs. Juanita Kilbourn Klaus, music chairman, Portland Council, and Mrs. C.W. Walls, president, Oregon Congress.